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The Newspaper for Members of the National Education Association

Announcing the New NEA Platinum Plus Credit Card
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Block Scheduling

It's not about time. It's about learning.

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NEA Today

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Paradigm Lost

President's Viewpoint

What are the sounds of a paradigm shifting? Listen closely.

Linda Bacon is president of the Pinellas (Florida) Classroom Teachers Association, an NEA affiliate that has made school quality a top issue at the bargaining table. At a recent gathering of her Association, one member rose to challenge her priorities.

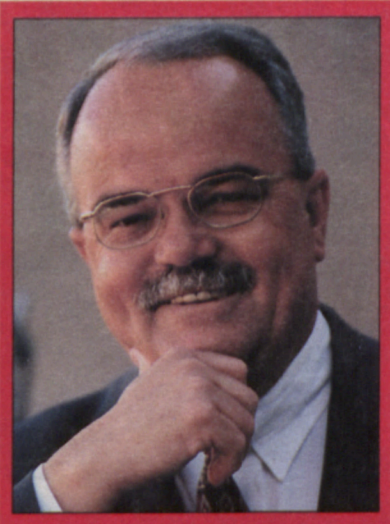
"Your job isn't to look out for the children," the member said. "Your job is to look out for me!"

Bacon respectfully disagreed. "Our bedrock purpose as an Association," she said, "must be to improve student learning."

These are the clashing voices of NEA members working at the fault line of a remarkable paradigm shift. New schools are being created in our midst. And members like Linda Bacon are striving courageously to reorient—more accurately, to reinvent—their local Associations for a new era.

True, most educators are still stymied by the old industrial paradigm. Factory-style schools with as many as 4,000 students are managed—often badly—by a top-heavy, top-down bureaucracy. Teachers are relegated to the role of production workers, with little say in decision making.

But today, this old world is ending—not with a bang, but through countless acts of "subversion." For example, public charter schools, many of them founded and run by teachers, are proliferating rapidly. So are schools where principals and teachers collaborate in "site-based" management. In New York City and elsewhere, old-style megaschools are being broken up into "small schools of small classes" led by teachers.



Joe Di Dio

Bob Chase

In all these new-style public schools, teachers and other school employees are co-managing—and sometimes self-managing—the education enterprise. These professionals are preoccupied with issues of school quality and renewal.

All of which confronts our local affiliates with a huge challenge. How do we advocate for these "new paradigm" educators while still meeting the needs of members in "old paradigm" schools, who insist that their Association's job is to look out for them?

For most of my nearly 30 years as a teacher and union activist, "looking out for me" has meant bargaining for improved salaries, benefits, and working conditions.

While this traditional agenda remains very important, it's no longer sufficient. Indeed, given the public's impatience for higher quality schools, it's dangerously myopic.

Today, NEA best serves its members by stepping up to the new paradigm—by pursuing an aggressive agenda of excellence and revitalization in public education.

To this end, a growing number of our affiliates are teaming with school management to raise academic standards and restructure schools. They are refashioning collective bargaining as a collaborative negotiation focusing on issues of school quality.

In addition, many affiliates are working to enhance the professional responsibilities of teachers. In Glenview, Illinois, for example, teachers threw out the traditional labor contract in favor of a joint labor-management "constitution" that allows teachers, in effect, to co-manage the school district.

In Columbus, Ohio, and Seattle, Washington, our affiliates are carving out a larger role in ensuring the professionalism of their members. They designate senior teachers to mentor colleagues whose performance is inadequate. In cases where a teacher fails to improve, the union counsels him or her to leave the profession.

All this is good for public schools, and good for children. It's also tough-minded unionism—"looking out for me"—at its best.

As Charles Kerchner of Claremont Graduate School puts it: "The only real protection for teachers—including their jobs and pensions—comes from publicly acknowledged high performance."

Early in this century, labor pioneer Samuel Gompers stated the goal of his union in one word: "More!"

Today, entering a new era, our members are setting forth another goal for NEA: "Better!"

NEA at a Glance

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Did You Know. . .

That 50,000 college students studying to be teachers on 300 campuses in 45 states belong to the NEA Student Program. As NEA members, they receive *NEA Today* plus a special annual magazine loaded with career information, access to NEA Member Benefits programs, and, most important, a chance to talk to, work with, and learn from experienced educators. For details, write to the NEA Student Program at NEA headquarters.

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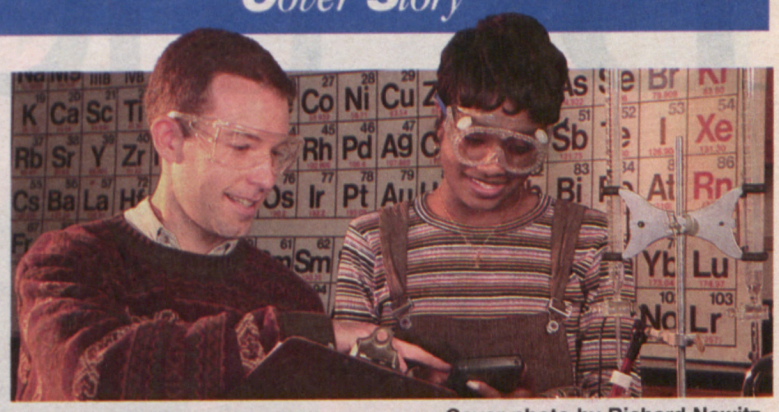
NEA Today this Month

Corbis Bettmann

Women's History Month

If you're looking for ways to celebrate the contributions of women, look no further than the National Women's History Project. Its Web site—www.nwhp.org/—contains teaching ideas, resources, links to other women's history sites, a women's history quiz you can use in class, articles on exemplary women's history programs, and much more. To contact the Project by phone, call 707/838-6000.

Cover Story



Cover photo by Richard Nowitz

4 Block Scheduling
Asheboro, North Carolina chemistry and physics teacher Mike Winiski (above) and his students can do lab experiments and discuss them in the same class period—thanks to the longer classes created by block scheduling. Some teachers swear at "the block." Others, like Winiski, swear by it. They say it's giving students the time to discover the excitement of learning.

Newsmakers

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By the Block

Block scheduling isn't about time. It's about learning—more. Here's how one high school made the 'block' really work.

When North Carolina biology teacher Nancy Moody visited another district last summer to tell science teachers about her high school's positive experience with block scheduling, the welcome was, well, less than warm.

Her hosts had been told "they were going on the 'block' in the fall and felt they'd had no input in the decision," Moody shudders. "They also felt that they hadn't been given time to prepare and this was being pushed down their throat."

In other words, just about everything that could go wrong with the introduction of block scheduling (and often does) had gone wrong.

To be done right, block scheduling—reorganization of the school day or year to allow students and teachers more time on each subject—requires "involved teachers, staff development, and an involved community," stresses Robert Lynn Canady, a University of Virginia professor and a recognized expert on the "block."

Canady estimates that 50 percent of high schools are "now in or studying block scheduling."

These schools would do well to study Moody and her colleagues at the 1,000-student Asheboro (North Carolina) High.

Asheboro faculty made their first trip around the block during the 1992-93 school year. Then part of a districtwide NEA Learning Lab, staffers networked with other "blocked" schools nationwide to decide on the best model for them.

The NEA Learning Lab Initiative links school districts around the nation that have made a district-wide commitment to restructuring how learning takes place.

Eventually, faculty at Asheboro High reached consensus on "4x4" scheduling—four 90-minute classes a day, four courses a semester, two semesters a year.

"You need proper training and reimbursed staff development time to plan for this new way of teaching," notes computer teacher Barbara Ward, a faculty rep for the Asheboro Association of Educators.

So these educators met with every stakeholder group, including parents, students, and school board members, to gain understanding and support.

Finally, with blessings—and a stipend—from the school board, AHS teachers met in June 1992 for five days to learn about teaching extended periods and plan their first 18 weeks of classes, right down to the first 10 lesson plans.

As a result of this forethought, AHS's mostly working-class students are getting a world-class education. Some of the highlights:

■ **More opportunities.** Over four years, AHS's school catalog has expanded to include offerings such as biotechnology and environmental science. The schedule allows students to dive into "six to eight more subjects than they ever did before the block," says math teacher Kim Black.

"Kids not going to college can get some of the best courses in school," she adds, "while college prep students can take courses like child nutrition."

■ **More time.** With a 90-minute daily planning period—for three classes, not the previous six—Black seldom has to grade papers at home.

"I have time to research for the next few days, preview a video, go to the library, or plan new things, like a game," she says.

In a 90-minute class block, unlike the old 55-minute period, English teacher Diana Burge finds she has "more time for group work and to mill around to give each student more individual time."

All in all, concludes junior Joey Trogdon, the extended period "gives teachers more time to have fun with their subjects."

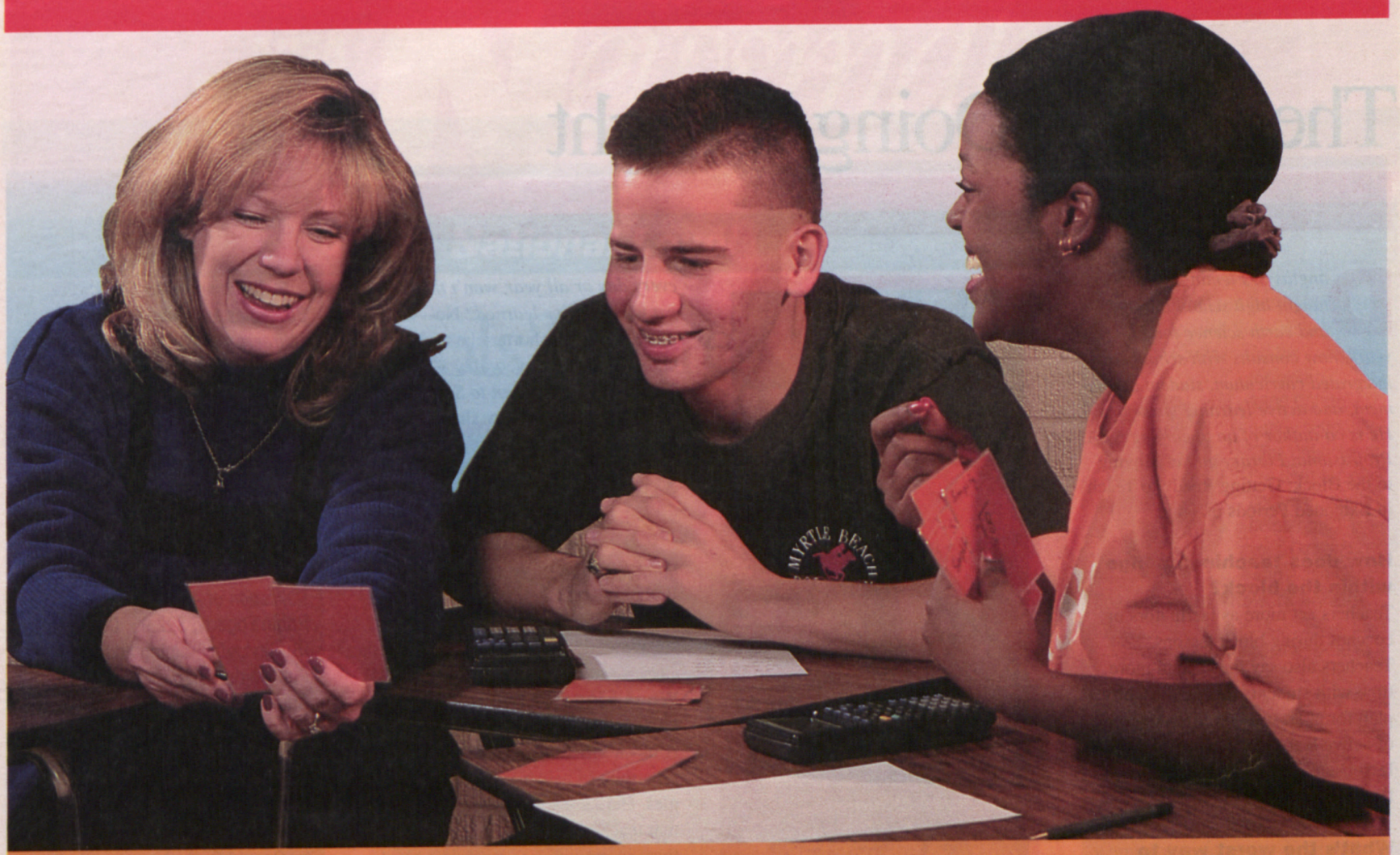
■ **More class activities.** Chemistry and physics teacher Mike Winiski can now finish labs and discuss results in the same period. In his honors physics class, computer simulations of velocity and acceleration can be followed by a brief lecture, a video of Carl Lewis running the 100-meter dash, and group work to calculate the athlete's speed.

Moreover, there are often extra minutes to number-crunch the real-life probability of an action movie stunt or the "physics of *Star Trek*."

Marty Collinson's environmental sciences class doesn't have to sched-

Photos by Richard Nowitz

In a 90-minute class, honors biology teacher Nancy Moody has time for more one-on-one work with students. More time, says Moody, means "you're much more effective as a facilitator, guiding kids through the learning experience."



With a 90-minute planning period—for three courses—math teacher Kim Black (left) can get her grading done at school and has more time to enhance her class by researching topics, previewing videos, and planning games.

ule a special field trip to have time to test a stream for water quality. And Lynda O'Briant's business law students can sink into a 90-minute lecture on "crimes against people" from a criminal defense attorney.

■ **More cooperative learning.** Within the longer period, Asheboro teachers are finding time to show students that they have much to teach each other. English teacher Rich Smith (on cover) likes to use group work because it "means automatically sharing ideas—making brainstorming easy."

Smith, a fan of seminars, has his students gather in a circle at the start of the semester to discuss their essays—although it's painfully clear that nobody wants to read his or her essay aloud or say much of anything.

"But by the end of the year," Smith beams, "they throw me out of the circle and read their essays from top to bottom. It gets to the stage where my opinion means less to them than that of someone else in class."

■ **More motivation.** A 90-minute block gives Mike Winiski time to motivate kids by following the "learning cycle"—exploration, then application. "When you develop interest in something first, it gives you a peg to hang concepts on," he says.

■ **More skills.** Asheboro's block schedule allows for time to work on problem solving, teamwork, time management, consensus building, and communication. "You learn how to express your feelings better," says student Joey Trogdon, "since you've got more time to learn about other people and how to talk to them."

■ **More college material.** Senior Nicole Boone reports: "A lot of Asheboro graduates who are in college come back and say, 'I'm glad we were on block scheduling. It wasn't as hard to adjust to college work.'"

Figures indicate that block scheduling has indeed had an impact on college preparation. In 1991-92, only 64 percent of Asheboro graduates qualified for entrance to the University of North Carolina system. By 1994-95, that number shot up to 82 percent.

■ **More challenges.** Asheboro's block schedule isn't perfect. Some teachers have less overall time to meet state curriculum demands, vocational classes are packed, and everyone feels they can't miss a day.

"I'd rather be here on my deathbed than make up a lesson plan," muses one staffer.

But nobody—*nobody*—wants to return to the old 55-minute regime.

"We just need to look at areas of concern and figure how to change for the better," says Rich Smith.

"I don't care if you've taught for 25 years," says Barbara Ward. "With block scheduling, it's like being a new teacher."

—Dave Winans

Block Scheduling: Stacking the Options

Block schedules come in many different sizes and shapes. Here's a list of the most popular block schedule models, with a key contact point where you can learn more.

■ **4 X 4:** Students enroll in four 90-minute courses that meet every day for 90 days. Teachers teach three courses each semester. Year-long courses are completed in one semester. Students enroll in four new courses in the second semester. *Wasson High School, Colorado Springs, Colorado.* On the Web: classroom.net/classweb/myhome.html.

■ **A/B or 8-Block:** Each semester, students take eight 90-minute classes, but classes meet every other day—four on Day A and four on Day B. *Ulysses (Kansas) High School.* Web: uhs73.pld.com/.

■ **Block Schedule and Extended Periods:** A mix of block scheduling—for part of the week—with more traditional scheduling. *Lexington (Massachusetts) High School.* On the Web: link.ci.lexington.ma.us/Time/.

■ **Copernican Plan:** Four 10-week semesters enable students to undertake intensive study in two subject areas for 2.5 hours each day in each class. At the end of the semester, students move on to two new courses. *Rutland Senior Secondary School, Kolowna, British Columbia, Canada. On the* Web: www.silk.net/rss/index.htm.

Other models . . .

■ **75-15, 75-15:** Students take four classes for a 75-day fall term, followed by a 15-day intersession for enrichment activities or remedial work. The cycle repeats in the spring.

■ **Trimester Plan:** Students take two or three courses every 60 days to earn 6 to 9 credits per year.

The Block: Doing It Right

Douglas S. Fleming, who taught high school biology and earth science for 17 years, now consults with schools on integrated curriculum, student assessment, and active learning strategies. He is co-author of an upcoming NEA Professional Library guide, Moving to the Block: Getting Ready to Teach in Extended Periods of Time.

How does teaching change within the block?

Teachers act more as facilitators or coaches during block lessons. Teachers also say they spend more time with students having difficulty, plan for at least three different types of active learning tasks in block lessons, and pay more attention to learning strengths and interests.

What's the worst way to implement the block?

The places where I've seen a block schedule get in trouble have either provided inadequate professional development for staff or have moved out too far ahead of their communities. These places haven't involved or informed parents and residents about how the proposed schedule will benefit learning.

What's the best way to implement the block?

Besides investing in professional development and cultivating community support, the local leadership or steering committee must also seek teacher and student input for the plan and instill a sense of ownership.

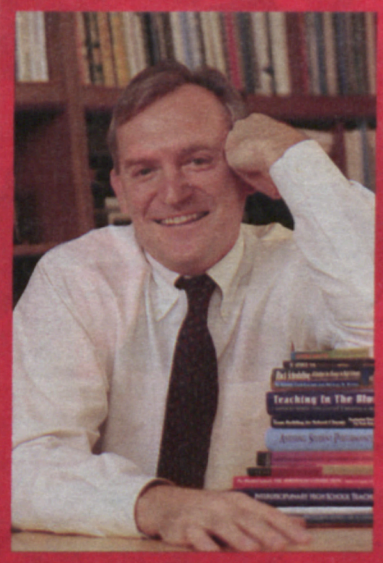
There also needs to be adequate time for planning, and you have to manage expectations about what the block can and cannot do.

On top of that, a school should develop a set of benchmarks or indicators that can be monitored to help evaluate whether the new schedule is actually resulting in student success.

Other systems components must also be aligned to make the change work. A block schedule won't yield terrific results if the school is understaffed, underbudgeted, or underwired for the technology needed to do research assignments and problem-based projects.

Any other advice?

Talk with your students about what a block schedule can help you accomplish. Form a representative committee of stakeholders to investigate your options.



Jim Harrison

Schools that carelessly plan for block scheduling, says Douglas Fleming, are "dragging a chicken through hot water and calling it soup." Doing it right requires staff and student input, adequate professional development, and lots of community outreach.

Do your homework well. Visit other schools, read, consult research, and use the Internet to keep current.

Provide an extensive professional development menu to help staff prepare for new roles and responsibilities. Bring staff together to do troubleshooting during the implementation of the new schedule.

Assess the impact of the new schedule using the indicators for success you established during the planning phase. And align district policies that may result in problems—including attendance, graduation, and the budget.

Finally, not all block-of-time schedules are alike. Be realistic about what your schedule will allow.

What are the most frequently asked questions about block scheduling?

- *Can students concentrate for 90 minutes?* My reply: Yes, but skillful teachers provide active learning strategies to help sustain high levels of learner engagement.
- *If students don't meet with me every day or all year, won't they forget what they've learned?* No—no more than with shorter classes or classes that meet every day.
- *What will happen to SAT scores?* They will increase very slightly or stay the same. That can be interpreted as a positive gain if more and more students are taking the exams at your school.
- *Will I be able to cover everything I used to in the old schedule?* Probably not. But an increase in what students are able to actually understand and do may offset this.

What kinds of training do teachers need for the block?

A block schedule demands a greater repertoire of active learning strategies. Here are some of the workshops that teachers have said really helped them in preparing to teach in a block schedule:

- Cooperative learning
- Problem-centered learning
- Alternative assessment
- Project-based assignments
- Asking open-ended questions
- Using technology resources
- Conducting class discussions

What role can collective bargaining play in implementing block scheduling?

Collective bargaining can bring about improved conditions and resources for professional development by ensuring:

- Adequate numbers of teaching and other resource personnel to meet student needs, plus adequate resources and access to research findings.
- Opportunities to visit other schools already doing a block schedule as part of professional practice.
- Time at staff meetings to reach consensus on best practices for organizing time, grouping students, or assessing performance.
- Participation in workshops to improve workforce skills and in intensive institutes focused on lesson planning, curriculum compacting, and consultation with other teachers from each discipline area.
- Formal recognition of peer coaching, action research, and independent study as legitimate forms of professional development, and recognition of alternatives to standard administrator evaluation methods.

Resources

- *Teaching in the Block: Strategies for Engaging Active Learners* and *Block Scheduling: A Catalyst for Change in High Schools*, both by Robert Lynn Canady and Michael D. Rettig. $41.95 each plus s&h. Contact Eye on Education, 6 Depot Way West, Suite 106, Larchmont, NY 10538, 914/833-0551.
- *Block Scheduling: A Collection of Articles*, edited by Robin Fogarty. $22.95. Contact IRI/SkyLight Training and Publishing, 2626 Clearbrook Dr., Arlington Heights, IL 60005, 800/348-4474. Send E-mail to info@iriskylight.com.
- "Ten Guidelines for Implementing Block Scheduling" by Donald G. Hackmann and other useful articles appear in *Educational Leadership*, Association for Supervision and Curriculum Development, Vol. 53, No. 3, November 1995. $6 plus handling. Stock #195219. To order, call 800/933-2723, ext. 2.
- "More and More Schools Putting Block Scheduling to Test of Time," *Education Week*, May 22, 1996.
- "The Copernican Plan Evaluated: The Origin of a Revolution," *Phi Delta Kappan*, October 1994.
- *Prisoners of Time*, a report from the National Education Commission on Time and Learning, is available on the Web at www.ed.gov/pubs/PrisonersOfTime/index.html.
- Visit the home pages of other high schools using block scheduling. You'll find a good place to start at www. classroom.net/classweb/WASSON/ schools.html.
- "Welcome to Block Scheduling" at curry.edschool.virginia.edu/~dhv3v/block/BSintro.html provides background information, discussion areas, and more. To catch a glimpse of this site, see the "Screen Shot" on page 25 of this issue of *NEA Today*.

At the National Level

Quality Schools? Here's Help!

Members like you will be the driving force in making NEA's Quality Public Schools Agenda a reality.

Last October, after multiple attempts to cut federal aid to education, the 104th Congress made an abrupt turnaround. With elections looming, Congress passed a federal budget that actually *increases* education funding in this year's federal budget.

This renewed bipartisan commitment to kids and schools could be the foundation for big new steps forward in the 105th Congress.

That's why NEA, working with both Republican and Democratic lawmakers, is now putting before Congress a "Quality Public Schools Agenda" designed to reinforce federal partnerships with local schools—without top-down interference.

The NEA Quality Public Schools Agenda targets four prime action objectives:

■ **Every school in good condition.** One existing federal program does distribute grants to local districts for public school infrastructure needs, but this Title XII of the Improving America's Schools Act is woefully underfunded. NEA is calling for increased funding. NEA also wants any federal infrastructure or job creation legislation that comes before Congress to recognize the need to help school districts make every building healthy and safe.

■ **Every classroom connected to new technologies.** NEA will seek aid that helps public schools and colleges obtain hardware and educational software. Other related goals: supporting training programs that help school staffers use technology and earmarking resources to better connect classrooms to the Internet.

■ **Safety and order in every school.** General ed teachers need to be guaranteed a role in the development of individual education plans for students with disabilities—and behavior management needs to be included as part of the IEPs for students whose disability is related to behavior issues.

Jose Villegas

Improving school access to technology is just part of NEA's new federal lobbying agenda. The task ahead: mobilizing national support for congressional action.

NEA's agenda also calls for grants for rural and urban secondary schools to expand projects benefiting the community at the school site—and for enrichment and extended learning opportunities focused on kids who would otherwise be "home alone."

And NEA is calling for federal grants that help youth organizations and schools take a new approach—"initial intake screening"—to reducing juvenile crime.

The idea: When a youngster first gets in trouble with the law, try to identify—and address—the situations that may be generating the problem behavior, before that misbehavior escalates into more destructive actions.

■ **A qualified teacher in every classroom.** NEA is proposing loan forgiveness and other higher ed financial aid incentives that could help recruit students into the teaching profession.

Also in the NEA agenda: support for ongoing professional development and grants and loans for coursework to meet teacher licensure and certification requirements.

The Quality Public Schools Agenda calls, as well, for training that facilitates general and special ed teacher collaboration and incentives that encourage experienced and retired teachers to mentor colleagues.

"Congressional staff are showing a lot of interest in mentoring beginning teachers," points out NEA lobbyist Adele Robinson. "So, working closely with NEA's National Center for Innovation, we're drafting 'mentoring' legislation that would help improve the performance of new teachers and promote professional development opportunities."

NEA's Quality Public Schools Agenda reflects themes advanced by many state governors. But, even with the best of intentions, initiatives like Arizona's new $100 million school construction fund just aren't enough.

What's needed, the NEA agenda makes clear, is a federal/state/local partnership—without federal interference.

But that partnership won't move forward unless federal lawmakers hear from NEA members. In upcoming issues, *NEA Today* will track the status of the different legislative pieces making up the Quality Public Schools Agenda—and let you know what steps you can take to send the message that Congress needs to hear.

Heroes & Zeroes

A best-in-business bonus to Wall St. investor Chris Gardner and his company for giving $500,000 to public schools. "The only reason I'm here today is because people helped me," says Gardner, who was at one time homeless. "Now it's my turn."

A Neanderthal necktie to Massachusetts Education Secretary John Silber for recent remarks embarrassing to any caveman. "We don't have the persons going into the teaching profession that we used to," he said. "The women's movement . . . gave women alternatives more attractive than teaching. Before it was secretary, teacher, prostitute."

For evening the score, three cheers to New Jersey teacher and coach Nancy Williams. Her protests calling for equal playing conditions for male and female athletes and equal pay for coaches got her dismissed as softball coach last year. With help from the Shore Regional Education Association and NJEA, Williams recently got her job back.

Norman Lono

A thousand cow chips to Chips Ahoy for its new contest asking students to come up with the "most creative way to confirm that there are 1,000 chips" in every bag of cookies. A nobler challenge: Get Nabisco to offer 1,000 apologies for selling cookies as math manipulatives.

For taking on the fight to eliminate racist geographic names, a peace prize to two NEA members, Muriel Litzau and Mike Schmid, and 20 Native American students. Their Name-Change Committee convinced the Minnesota state legislature to change the names of 19 locations in the state that use the word "squaw," which Litzau says is a derogatory reference to women.

Around the World

Hallmark of Humanity
In the Netherlands, a broad coalition that includes the Netherlands Trade Union Confederation (FNV), UNICEF, and various development aid organizations is circulating a petition against child labor exploitation. The petition campaign is asking the European Union and the Dutch government to adopt trade policies that penalize—with higher import duties—products manufactured by child labor.

Tories Push Vouchers
In Britain, the Conservative Party has jumped on the privatization bandwagon and introduced a voucher system for the national school system. The plan gives parents a special payment they can use to send their pre-school age children to any private or state nursery. Preschool children ages three-and-a-half to four-and-a-half would be eligible for the voucher.

Quebec Backs Public Ed
Across the Canadian province of Quebec, school employee union members have launched a high-profile "Appeal for Public Education" campaign. Members of several Montreal-area unions occupied subway stations to gather signatures for a petition demanding the provincial government maintain the proportion of collective wealth that Quebec allocates to education. Many students and parents took advantage of the opportunity to criticize budget cuts and express support for the union's position.

Trading Places
Beginning this summer, up to 15 Pennsylvania State Education Association volunteers will be participating in a teaching exchange with counterparts in Germany. The exchange is jointly sponsored by PSEA and the Bavarian Teachers Association (BLLV).

Child Labor: End the Outrage

Charles Kernaghan

These Honduran clothing workers, as young as 14 and 15, are forced to take sewing home after hours—making it impossible to attend night school. Increasingly, U.S. students are speaking out against such abuse.

U.S. students unite with education unions to move kids worldwide out of sweatshops and into schoolhouses.

Every morning at 8 a.m., except Sundays, Wendy Diaz, 15, reports to work at Global Fashions in Honduras, where she—along with some 100 other minors as young as 12 years old—silently stitch and press clothing for big-name American manufacturers.

The factory is hot, the hours are long, and employees may not use the restroom more than twice a day. Wendy's wage: 31 U.S. cents an hour.

Sadly, in today's global economy, Wendy's story is quite commonplace. The U.N.'s International Labor Office estimates that at least 120 million children between the ages of 5 and 14 work full-time, often under hazardous or psychologically abusive conditions.

The only good news: The world is starting to take notice.

Last year, the U.S. Congress saw more legislation related to child labor than in the past five years combined. But the most intense pressure to help the world's working kids is coming from schools.

A case in point: the recent letter-writing campaign protesting child labor in the fabrication of Disney clothing and toys. According to Charles Kernaghan, executive director of the National Labor Committee for Worker and Human Rights, more than 6,000 schoolchildren have written to Disney expressing outrage.

As a result, Disney is pulling out of Burma and questioning its involvement with factories in China.

"This was an unprecedented response," marvels Kernaghan. "Here you have one of the largest entertainment conglomerates moved by kids."

Other examples of child-to-child solidarity are everywhere. The response of students at Northern Virginia's George Mason Middle School to child labor issues "exceeds my wildest dreams," says eighth grade English teacher Catherine Wiant.

Wiant is teaching an interdisciplinary unit on international human rights issues. She recently invited a children's rights activist in to share slides of children laboring throughout the world.

"This touched a nerve with the kids," says Wiant.

Her students have started a chapter of Free the Children, an international child rights advocacy network. They've organized petition drives, lobbied Congress, and created a beaded pin, which they hope to make a symbol for children's rights.

These efforts dovetail nicely with the work of the Education International, the NEA-backed global alliance of educator unions. Delegates to the 1995 EI World Congress in Zimbabwe passed a strong resolution against child labor, and the organization is now working to translate that resolution into effective action.

EI is developing programs and materials for its affiliates, and working with other international labor organizations to fight child labor.

"EI encourages its members to become frontline advocates on the child labor issue, both domestically and internationally," says NEA International Relations staffer Joanne Eide.

The basic thrust behind the EI effort: Children belong in school—learning.

The Bottom Line

'No sweat' shopping: Want to avoid purchasing clothing manufactured in modern-day sweatshops? The U.S. Department of Labor is now publicizing the names of both "good guy" and "bad guy" retailers and manufacturers. Check the cyberspace lists at: www.dol.gov/dol/esa/public/nosweat/trends.htm.

Dollar signs: How hot is the kids consumer market? So hot that a new $495-a-year newsletter has been launched to help corporate marketers become more kid-savvy. *Selling to Kids* explores topics ranging from the lucrative opportunities available selling software to schools to the inside story on children's TV viewing habits.

Scoping the world: Results are in from the first national assessment of what U.S. students know about world geography. The detailed findings describe the specific abilities demonstrated by students at three different grade levels. For a free copy from the U.S. Department of Education, check the Web at: www.ed.gov/NCES/naep/.

Poor kids: In eight states, U.S. Census figures now show, more than one-quarter of all children are living in poverty. The eight: New York, West Virginia, Kentucky, Florida, Mississippi, Louisiana, Texas, and New Mexico. Only nine states can currently boast child poverty rates less than 15 percent.

On Your Side

Faith Restored by High Court

Court cites Buffalo school district for negotiating in bad faith and brightens the future of public sector bargaining.

"Ruling Stuns City" thundered a *Buffalo* (New York) *News* headline after NEA members there won a landmark court decision that could restore in excess of $150 million in teacher raises that were negotiated in 1990—but never paid.

"The headline should have read, 'School Board Breaks Law,'" fumes Barbara Bielecki, a fourth grade teacher at Riverfront Elementary School.

Some 3,900 Buffalo teachers, school social workers, and guidance counselors—united in the NEA-affiliated Buffalo Teachers Federation—are cheering the court decision that orders the school district to fund the 1990-94 agreement it signed with the union.

In September 1990, chief school board negotiator Joseph Carney committed an unfair labor practice that caused the board to vote down the pact that had just been bargained with BTF.

After a charge of bad faith bargaining by BTF and three years of litigation, the school board was ordered to "execute a document embodying the agreements reached."

It did so in 1993, but—a big *but*—the board resolved that it didn't "legislatively approve" the salary schedule agreements and wouldn't implement them by providing the additional funds.

Despite the board's reneging on raises—amounting, with compounding, to 35 percent over four years—Association members "more than fulfilled our part of the contract," notes Bielecki, who serves as BTF secretary.

Mark Mulville

When the school board reneged on a negotiated contract—for four years—Barbara Bielecki (far left) and other Buffalo Teachers Federation members, backed by NEA-New York and NEA, won a court ruling that restores the raises they should have received.

"We went into the classroom every day and taught kids the best way we could," says Bielecki, "even while some of us were making tremendous personal financial sacrifices on houses or choices for our own children's education."

With legal backing from NEA and NEA-New York, BTF went to court again, reaching the state's highest tribunal, the Court of Appeals.

That court's positive ruling vindicating BTF "will have significant ramifications for future public sector bargaining in New York State," says NEA General Counsel Robert Chanin, who handled the case for BTF.

The Court of Appeals decision reverses two lower courts and requires the Buffalo school board to implement the September 1, 1990 agreement, retroactive to July 1, 1990.

The decision rejects the school board contention that state labor law requires separate "legislative approval" of *any* provision in a collective bargaining agreement that involves the expenditure of additional funds.

In tough language, the court warned that this tactic, if sanctioned, would give the board a "bait-and-switch escape hatch from negotiated, agreed-upon contract terms," leaving teachers "at the mercy of a profoundly flawed" bargaining procedure.

The decision is not appealable to the federal courts. But the school board has asked the Court of Appeals to rehear the case. That motion is now pending.

The decision, BTF President Phil Rumore points out, "shows the importance of having a strong national affiliate like NEA and the finest legal staff—Bob Chanin—in times of crisis."

In response to a *Buffalo News* allegation that the court ruling "could cripple the city's finances," Rumore notes that BTF members have "no intention of bankrupting the city as a result of this ruling. We will seek a solution that all will feel is fair."

Give *Us* a Break

Public employee retirees in Wisconsin have had $200 million in benefits restored to them, thanks to the Wisconsin Education Association Council and two other state groups that filed a court action on their behalf. The settlement, awarded by the State Supreme Court, represents repayment (with interest) of funds Governor Tommy Thompson diverted from the Wisconsin Retirement System in 1987 for "general state uses"—including tax breaks for General Motors.

Defined Benefit

Michigan Education Association members and staff have derailed efforts by Governor John Engler to shift newly hired public school employees from a "defined benefit" into a "defined contribution" retirement plan. New legislation instead requires the state to fully fund its existing pension obligation before January 1, 1998, in order to offer a choice between the two plans.

Breathing Easier

High carbon monoxide levels in class and other air quality problems were brought to light after 35 Georgia Association of Educators members at Len Lastinger School in Tift County filed a grievance. The school system agreed to have air quality specialists conduct tests and make recommendations. The board voted to decontaminate the exhaust ventilators and consider redesigning the school's ventilation system.

Progress Report

The San Diego Teachers Association went to bat for two teachers after their principals missed a step in the contract that specifies teachers receiving a negative evaluation must get a progress check and a remediation plan. Both teachers won their grievance with their performance rating restored to satisfactory.

Assessing quality: Half of all elementary teachers have classes larger than 25 students. That's just one of the thousands of statistics compiled by a new year-long, state-by-state assessment of the quality of American education. You can link to the *Quality Counts* "Report Card" data from the NEA Web site at www.nea.org.

Unequal resources: The gap between minority and white student test scores is rising again, after shriveling in the '70s and '80s. One reason is the increasingly stark contrast between schools: 59 percent of teachers in high-poverty schools say they lack textbooks. In low-poverty schools, the figure is just 16 percent.

More students: Over 45 million students are now enrolled in U.S. public schools, up 805,000 since last year. Five states—California, Texas, Florida, Georgia, and Illinois—account for 45 percent of the increase. The larger enrollments help explain why 2,225 schools are now operating on a year-round schedule.

More men: With the percentage of male teachers down near 25 percent, the Department of Defense is running a program that may increase the number of men in faculty ranks. "Troops for Teachers" helps former soldiers gain teaching certification. The soldiers agree to teach five years in low-income schools.

In the States

'Restore the Core'

North Dakota Governor Ed Shafer is calling for $40 million in new money for K-12 schools in the 1997-99 biennium—about $30 million short of what a North Dakota Education Association-backed bill would provide. The level of state support to school districts has slid from 63.6 percent of per pupil costs in 1982 to 47.6 percent in 1995, resulting in average teacher salaries sinking from 30th to 50th in the nation. NDEA is launching an "every-member lobbying campaign" dubbed "Restore the Core" to fight for higher appropriations, says Association President Bill Lipp.

Down to the Wire

After more than two years of negotiations and with a strike vote less than 72 hours away, the University of Hawaii Professional Assembly reached agreement on a new contract. The four-year agreement will provide faculty members with an 8 percent increase during its last two years, and it contains new language protecting the intellectual property rights of members.

Credit the Governor

The Utah Education Association has Governor Mike Leavitt on its side in its effort to fight tax credits for home-schoolers. The Utah Coalition for Freedom in Education—which includes the Utah Eagle Forum and Concerned Women for America—is pushing for a tax credit, beginning at $100 per child the first year and leveling off at $2,000 per child.

Teacher Assistants Unite

In recognition of their expanding roles, particularly in inclusive classrooms, Ocean State teacher assistants have formed the Rhode Island Association of Teacher Assistants. Their goals: promote professional development, TA collaboration, and relations with other organizations.

Squeezing the Spending Gap

Illinois members tackle school funding reform to close the gap in per pupil spending among districts.

Darrin Phegley

"This room is full with 16 second graders," says Illinois teacher Elaine Ferguson. "You wouldn't want 25 in here." That's the story at Nauvoo-Colusa Elementary, where the desks are 45 years old and bathroom fixtures (inset) date to 1923.

The amount Illinois school districts spend per student varies wildly, from $3,000 to as much as $15,000.

Kindergarten teacher Elaine Ferguson knows which end of the spectrum her district falls in.

Her 80-year-old elementary school in the rural Nauvoo-Colusa district has been limping from one ailment to another—first needing a new heating system, then new fire alarms, and, most recently, a whole new roof.

The Nauvoo-Colusa school district has issued $400,000 in bonds to repair its aged school buildings. That, says Ferguson, may be too little, too late.

Recognizing how familiar such horror stories are, the Illinois Education Association-NEA has launched a massive campaign to totally reshape how Illinois schools are financed.

The key legislative objectives include closing funding inequities, putting more money into public education, and increasing the state's share of each district's budget (now at just 32 percent).

To make their case to legislators and to the public, IEA-NEA task forces have documented the huge funding disparities among Illinois school districts. Paula Mueller, who chairs IEA-NEA's Shaping the Future Task Force, says the current school funding system is simply broken.

"We have," she says, "a statewide system of have and have-not school districts."

To accomplish the needed reforms, IEA-NEA members are dedicating dues dollars to a comprehensive public relations coalition and grassroots lobbying campaign.

Another key goal in the reform is reducing the reliance on local property taxes.

That would be a relief to educators in Nauvoo-Colusa. Area farmers, assessed up to their eyeballs, aren't likely to vote for a property tax increase to improve local schools.

Nor are residents of suburban Bensenville, Illinois, near Chicago's O'Hare Airport.

Paula Mueller, a music teacher in Bensenville's Blackhawk Middle School, reports that the state has imposed a property tax cap and local residents have voted no in six referenda on extra school expenditures. One result: 17 fewer staff positions and an end to before- and after-school activities.

"We're open to other forms of revenue enhancers," notes IEA-NEA staffer Larry Lawlyes. "Our specific goals will evolve as we work with the other groups in our coalition—and as we get better ideas from outside the education community."

This willingness to listen has helped Illinois members assemble a tightly knit funding reform alliance that includes the Illinois Federation of Teachers, school board members, school administrators, and the PTA.

Some 450 district-based coalition teams, including everyone from teachers to superintendents, are now building momentum for reform. Teams have organized two rounds of grassroots hearings statewide and are meeting regularly with legislators.

And thanks to IEA-NEA radio spots, videos, and plain old word of mouth, the coalition's message—tell your legislators the funding system is broken—"has made everybody well aware of our initiative," Mueller notes.

The Bottom Line

Higher grades: Are college freshmen working harder—or are grades inflated? The annual UCLA survey of college freshmen doesn't answer that question. But the survey does indicate that the number of good grades is way up. In 1969, only 12 percent of frosh boasted "A" averages. The figure today: 32 percent.

Lost opportunities: State governments are collecting more these days—and expending not as much. In 1996, state revenues grew by 6 percent. Actual state spending for schools and other services increased, on average, only 4 percent, just slightly over inflation. Some 27 states have enacted plans to cut or rebate taxes in 1997.

Outreach: In most U.S. schools, parent involvement means back-to-school nights. Last year, 97 percent of the nation's elementary schools hosted open houses. These annual sessions, says the National Center for Educational Statistics, drew "most or all" of the potential parents in 49 percent of schools surveyed.

Sick kids: Almost one-third of American families need at least two weeks of sick leave a year to care for ill children or aged relatives. Yet, notes Harvard's School of Public Health, only 28 percent of mothers who need paid sick leave have it. The result: Too many ill children are attending school or day care.

At the Local Level

Reservations Check Out

Marriott gets the boot after Arizona school employees expose the hype of privatization.

Sean Justice

Sierra Vista ESP, led by President Janet Wilcox (front, center), teamed with teacher Association members like Suzanne Derosier (right of Wilcox) to send Marriott packing.

It didn't take much for the "World's Leading Hospitality Company"—Marriott International, Inc.—to wear out its welcome in Arizona's Sierra Vista school district.

After making big promises to local school officials, Marriott had won a $240,000 annual contract to supervise the district's custodians, maintenance personnel, groundskeepers, and night security guard.

But Marriott never delivered on its sales pitch. The company, for example, failed to provide promised extra staff training. Instead, it simply distributed some printed handouts.

What the Marriott contract did deliver was another layer of bureaucracy. Under the contract, site principals began shunting building problems to three distant Marriott supervisors.

"It was confusing, just more links in a Catch-22 chain," says account clerk Janet Wilcox, president of the Sierra Vista Educational Support Personnel.

Documenting these and other missteps, Sierra Vista NEA members—support staffers and teachers alike—convinced their community that a district with a $300,000 deficit simply couldn't afford Marriott.

In the end, the school board agreed, voting unanimously last October not to renew its contract with Marriott Management Services.

And, in November, disgruntled voters tossed two Marriott supporters off the school board.

Teacher-support staff unity and smart networking combined to create a strong case against privatization that the community couldn't ignore.

Research and public relations help came from Mark Cavendish and Mary Kouts, Arizona officers on NEA's National Council of Educational Support Personnel.

Cavendish, a Tucson school custodian, "told us to look where the $240,000 actually goes, how to keep on top of what services Marriott was not providing, and how to complain in a forceful manner," Wilcox recalls.

Support staffers collected plenty of incriminating details against Marriott's management practice. Marriott supervisors, for one, were co-signing annual support staff evaluations—a violation of school board policy.

Sierra Vista ESP members took their findings to community residents. And, together with members of the Sierra Vista Classroom Teachers Association (SVCTA), they discussed Marriott's record with individual school board members.

SVCTA President Pat Glauber, a middle school physical education teacher, says his local also raised the Marriott issue during its regularly scheduled meetings with board members. These officials, he notes, are bombarded with corporate sales proposals and "needed to hear this issue from our perspective."

To spread the word, ESP members talked to the local newspaper's education reporter. In the end, the paper leaned against the Marriott contract.

"Teachers and classifieds need to work for the common good," says Glauber.

"If school districts can justify bringing in private management in one area," he warns, "it's only a matter of time before they can extend that justification somewhere else."

PD on TV!

The Fairfax (Virginia) Education Association is helping the school district to develop a 24-hour cable channel devoted to professional development topics. FEA leaders lobbied the county board of supervisors to allocate $413,000 to get the station up and running. Programming is expected to feature "Teacher TV" episodes, produced by NEA and The Learning Channel, as well as locally produced fare.

High Marks for Citizenship

As part of its community involvement program, the Elizabeth (New Jersey) Education Association held a citizenship drive last fall at the EEA office. Immigrants from Ghana, Italy, El Salvador, Greece, Haiti, and the Philippines were photographed, fingerprinted, and even had consultations with immigration attorneys. The EEA is sending out follow-up notices to encourage participants to complete the process, which will take about eight months.

Parenting University

Oklahoma's Mustang Association of Classroom Teachers recently teamed up with the Mustang Parent-Teacher Association to offer the second annual Parent University. The day's focus was on parenting skills. Teachers, who participated in workshops on topics from reading to drug abuse to gangs, say the sessions enhanced their own parenting skills—and their understanding of the issues facing their students' parents.

Welcome Affiliation

Paraprofessionals in Brookline, Massachusetts, have affiliated with the Brookline Educators Association. The new BEA Paraprofessional Unit includes everybody from aides to security staffers—bringing the total number of employees represented by BEA to 775.

Corruption connection: Sweetheart deals and contracting out have always gone hand-in-hand. The latest example: the District of Columbia, where officials recently gave one private company a $17 million maintenance contract—without competitive bidding. Overpayments cost schools as much as $6.6 million in the deal.

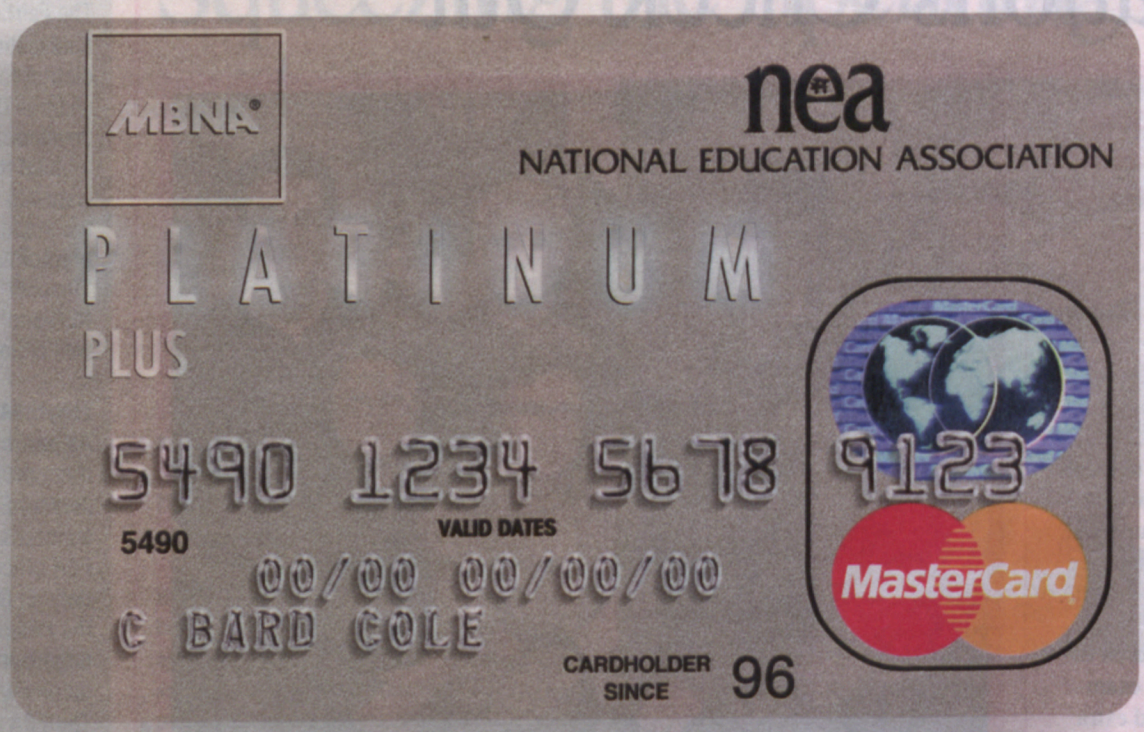
School temps: A Tennessee school district is now paying a private temporary worker agency to supply local schools with substitute teachers. Rutherford County school officials pay the company $61.25 for each substitute teacher employed. The actual substitute teacher's daily share comes to $50.

Low-wage labor: The public service now under the biggest pressure to privatize? That has to be the nation's penal system. By the end of 1997, over 100 prisons will be privately run. In 30 states, prison labor can be contracted out to private companies. America's prison population has tripled—to 1.6 million—since 1980.

Second chance: Last year, Education Alternatives, Inc. lost its contracts to manage—for profit—public schools in Baltimore and Hartford. Now EAI is shifting its focus. In January, the company was handed 15-year charters to operate—with EAI employees—12 charter schools in metro Phoenix.

Announcing

the NEA Platinum Plus Credit Card



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A student in NEA member Charlene Dindo's kindergarten class shows off her ocean discoveries. Dindo uses underwater life to get her Alabama students hooked on science. An NEA member in South Carolina uses clever tactics to get her elementary students hooked on physics. See page 15 to find out how.

Bruce Graner

Innovators

Margaret Bentlage Wood

Breaking **Barriers**

Innovator:
Lois Jean White

Job:
President-elect, National PTA

Bright Idea:
Teachers, says Lois Jean White, can promote the PTA's mission of encouraging public involvement in schools by creating a classroom that's "warm and receptive" for parents.

"Children need to know there's a partnership between teachers and parents," she says. "Each side can give tips to the other."

White, who still teaches flute privately and retired as principal flutist in the Oak Ridge (Tennessee) Symphony recently, spends a lot of time traveling around the country and getting out the message that "there are lots of good public schools."

But, she tells her audiences, "with funds decreasing and needs increasing, we need to find more money and more people to address these problems."

A grandmother of five, White tries to persuade empty-nesters to support school improvements by reminding them that "these children are going to be balancing your checking account or piloting your plane some day."

Notes the PTA leader: "That usually gets the message home."

Impact:
White begins a two-year term as the National PTA's first Black president in June.

"I hope my presidency will show that you can come up to the national level without being white, middle-class, and non-working," she says.

For More:
Call the National PTA at 312/670-6782 or visit www.pta.org.

Time to **Perform**

Innovator:
Larry Lewin

Job:
Language arts and history teacher at Monroe Middle School in Eugene, Oregon

Bright Idea:
"I want students to strut their stuff—to take what they've learned and apply it to a product," says Larry Lewin.

Since that's not possible with traditional tests that merely measure recall, Lewin and many of his colleagues use a higher-level gauge called performance assessment.

Designed to measure multiple traits, the assessments require kids to "synthesize," says Lewin—to draw on their storehouse of knowledge to generate such products as a 15-page work of historical fiction, a history-based comic strip, or a model of a colonial survival shelter.

The same kind of assessments are used four or five times throughout the year—with different content, of course—so kids have a chance "to get better and better," he says.

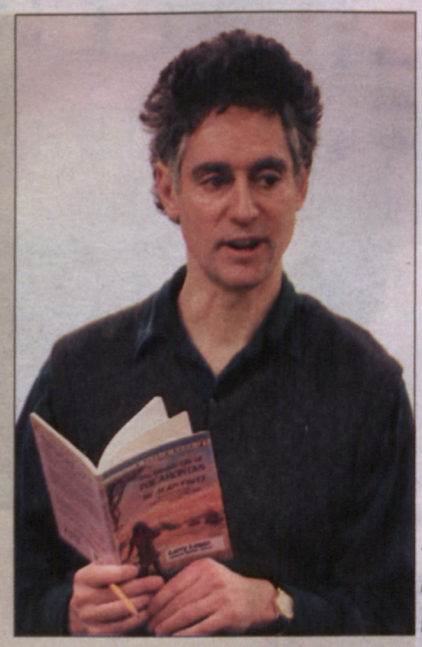
Lewin scores the assessments using 1-to-6 scale, with lots of emphasis placed on making sure the kids understand the expectations for each level.

"I show them samples of different levels of student work," says Lewin. "They have to know what good looks like."

For the sake of parents and report cards, Lewin also goes through the tricky task of converting the points to letter grades.

Lewin champions performance assessment, but he offers a cautionary note: "It's time-consuming to refine the tasks so that they measure what you want, and some groovy tasks may not be accurate indicators. Don't let form dominate the content."

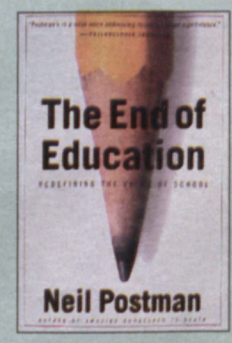
Impact:
Lewin, an NEA member, has traveled to 25 states giving workshops on performance assessment. "It's the future," he says, "but it's a challenge, and it's worth it. I get better feedback on what kids are learning, and students find this new way of testing motivating and a lot more fun."



Chris Pietsch

For More:
Contact Lewin at 541/343-1577, lewin@4j.lane.edu.

Trading **Places**



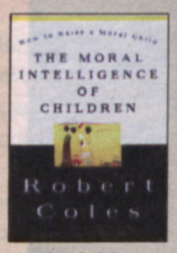
The End of Education: Redefining the Value of School
Neil Postman. Vintage Books, 210 pp., $12. A former elementary teacher, now social critic and New York University professor, Postman writes about education, inspiration, and purpose. As he says, "Schooling can be about how to make a life, not how to make a living."

"We could improve the quality of teaching overnight, as it were, if math teachers were assigned to teach art, art teachers science, science teachers English.

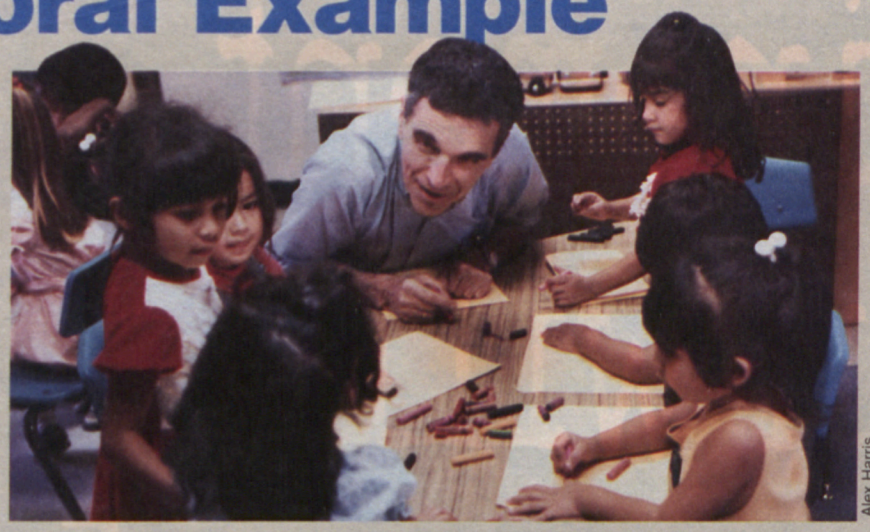
My reasoning is as follows: Most teachers, especially high school and college teachers, teach subjects they were good at in school....As a result, they are not likely to understand how the subject appears to those who are *not* good at it, or don't care about it, or both. If, let us say, for a semester, each teacher were assigned a subject which he or she hated or always had trouble with, the teacher would be forced to see the situation as most students do....Perhaps he or she would discover how boring the textbooks are, would learn how nerve-racking the fear of making mistakes is, might discover that a question that has unsuspectingly aroused his or her interest might be ignored because it is not covered by the syllabus, might even discover that there are students who know the subject better than he or she could ever hope to. Then what?

All in all, I believe the experience would be chastening and even eye-opening. When teachers returned to their specialties, it is possible they would bring with them refreshing ideas about how to communicate about their subject, and with an increased empathy for their students."

Setting a **Moral Example**



Robert Coles, Pulitzer Prize-winning author and professor of psychiatry at Harvard Medical School, explores how adults can teach children to be good people in his newest book, The Moral Intelligence of Children: How to Raise a Moral Child *(Random House, $21).*


Alex Harris

Q Why is your book important for educators?

A Our society places enormous emphasis on the cognitive life—on SAT scores and multiple choice tests—as well as on the psychological aspects of development.

Those are important, but I address a third side—the moral side. I insist that having knowledge and mental health without moral purpose stops short of completely fulfilling what we are as humans. School systems spend lots of money on technology and counseling, which we do need. But, for much less, we can all concentrate on how we have to behave.

Q How do your ideas mesh with the current emphasis on character education?

A We need to realize that teachers are constantly educating children about character through their own behavior, which children witness every day. It's the small gestures that are a huge part of moral instruction. Are we thoughtful with students—or abrupt? Do we try to understand them or do we impose ourselves on them?

Q How does moral instruction fit into a school day?

A Anyone who has taught history or literature knows that there's a moral aspect around every corner. We just have to be more open and explicit about it.

I had a teacher that made these connections in every class without having a character-education syllabus. There's nothing religious or controversial about it.

We're talking about words like kindness, decency, generosity. They bring us all together.

Q What's the role of community service in educating moral children?

A I encourage teachers to use their imaginations so that community service can be made more compelling for students.

It should be something that attracts and inspires children, that opens up the possibility of discussions that connect the service to their personal lives. Comunity service shouldn't be something students do just to better their chances of getting into a fancy college.

Teaching Hands-on **Science**

Innovator:
Barbara Crosby

Job:
Elementary science teacher at Sangaree Elementary School near Charleston, South Carolina

Bright Idea:
Prompted by her K-3 school's disappointing performance in science on the state's Basic Skills Assessment Program, Crosby set out to create a program to capture kids' natural curiosity and teach them the all-important science process skills.

Using existing equipment, her own money, donations from parents and businesses, and grants, Crosby transformed an empty room with a sink into a place kids can only describe as "awesome."

"I sponge-painted an ocean mural on one wall and, with the help of the art teacher, turned another wall into a rain forest," she explains. "Then I went to the highway department and said 'I need some of that stuff that makes the signs shine.' They gave me their scraps and I made a luminous solar system on the third wall."

Each of the school's 770 students spends 50 minutes a week in the lab, says Crosby, who once wowed students by greeting them at the door with a rat snake wrapped around her arm.

The lab is filled with hands-on experiments—many done with everyday household items—so kids can learn by asking questions and working to find the answers.

Impact:
"Our science test scores are going up by leaps and bounds," says Crosby, citing 8- to10-point increases on recent state assessments of third graders. As a team member in Operation Primary Physical Science, a national teacher-training effort, Crosby's now teaching the hands-on approach to others. In addition, the science lab helped Crosby win recognition as one of Northern Life's "Unsung Heroes."

Larry Workman

For More:
Contact Crosby at Sangaree Elementary School, 1460 Royal Rd., Summerville, SC 29483, 803/820-3868. Or send an E-mail message to (BCToTeach @aol.com).

5 Ways to **Find More Time**

1 Team with another teacher who can pinch hit for you on lesson plans and student activities.

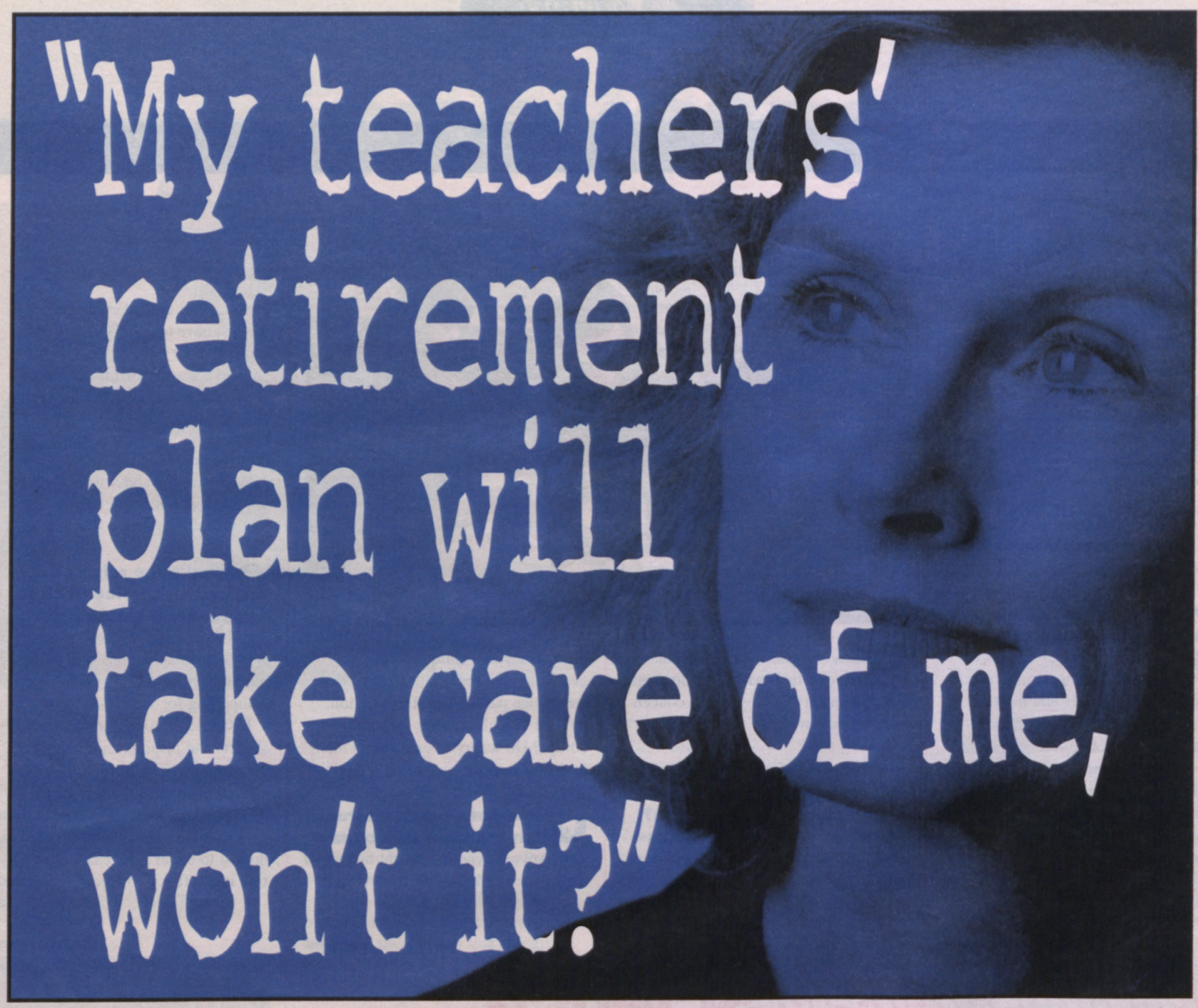
2 Engage parents or community volunteers to provide alternative activities or enrichment programs for students. Use this free time for planning.

3 Use technology to perform record keeping and other administrative tasks more efficiently.

4 Work with your local Association to explore more formal ways of altering the traditional calendar, school day, or teaching schedule.

5 Prioritize classroom activities. Realize that you'll never have time to do everything you want to do.

Source: *Time Strategies*, NEA Teacher-to-Teacher Books, 800/229-4200.



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Fred Schwarz, NEA VIP

The fact is, you shouldn't depend on your State Teachers' Retirement System (STRS) as your only source of income during the many years you're likely to be retired. You'll need a reliable source of additional income, such as the NEA Valuebuilder Annuity, to help meet all your financial needs.

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VBNT0397

Inside Scoop

A Primer on Multiple Intelligences

Daniel Sheehan

Students in NEA member Barbara Kendall's class of third, fourth, and fifth graders tap their multiple intelligences—and a variety of learning styles—to build weather instruments.

■ Definition, please.

Harvard psychologist Howard Gardner developed the theory of multiple intelligences and publicized it in his 1983 book, *Frames of Mind.*

Simply speaking, the theory stresses that academics aren't the only measure of a student's intelligence or progress in school. Instead, Gardner says, there are seven types of intelligences—all equally valuable. They are:

➤ *Bodily/kinesthetic intelligence,* defined as expertise in using one's whole body to express ideas and feelings. Includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed.

➤ *Interpersonal intelligence*, which is the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of others.

➤ *Intrapersonal intelligence*, defined as self-knowledge and the ability to act on the basis of this knowledge.

➤ *Linguistic intelligence*, or the capacity to use words effectively, whether orally or in writing.

➤ *Logical-mathematical intelligence*, or the capacity to use numbers effectively and to reason well. Includes sensitivity to logical patterns and relationships, functions, and other abstractions.

➤ *Musical intelligence*, or the ability to perceive and express various forms of music.

➤ *Spatial intelligence*, which involves sensitivity to color, line, shape, form, space, and the relationships between these elements.

■ How hot?

Very. Across the country, more and more school staffers are incorporating the theory of multiple intelligences into their curriculum and into their approach to teaching.

Some educators are even building entire schools around the theory. Key Elementary School, created by a group of NEA members in Indianapolis in 1988, has been hailed as one of the nation's best schools.

As a testament to its popularity, the theory has spawned a cottage industry—books, workshops, videotapes, teaching materials, all devoted to spreading the word.

■ How does it work?

"The key," says Howard Gardner, "is to personalize the teaching that goes on in classrooms."

Given the variety of student intelligences and learning styles in every classroom, Gardner says teachers must design lessons to reach all students in ways they can understand.

"It's really giving a name to what many of us have been doing in the classroom all along," says Washington state teacher Barbara Kendall, who has been using the theory for more than five years with her third, fourth, and fifth grade classroom.

"We have a number of activities going on at once in our weather unit, for example," she says. "Students create weather instruments, chart the weather, report progress to peers—each activity addressing a different style of learning."

■ Why bother?

"Kids assume that if you're not gifted in math or English, you're not smart, and very often that feeling is reinforced by the way we teach," says California teacher Lynell Gray.

"I've been able to reach some students by tapping their artistic intelligence or musical intelligence," Gray adds. "I've seen them come alive and learn."

Texas fourth grade teacher Bruce Kimball agrees.

"Since I've been incorporating the theory of multiple intelligences, I don't have the behavioral problems I had before," he explains. "And I've seen students who struggled before now excel, because the work is tailored to a style they know best."

■ Any downside?

"Multiple intelligences can be a real tough sell to parents who are used to more traditional ways of teaching and assessment," says California teacher Jan Perry.

"You start talking about seven different intelligences and their eyes glaze over and they begin to wonder about experimentation with their kids," Perry adds.

"But once you begin to talk to them and help them understand it, they're more comfortable. Still, it's a lot of work."

■ Who's throwing stones?

Critics fall into a couple of camps. There are those who say the theory of multiple intelligences is just another radical type of education reform that helps students feel good at the expense of academic learning.

Others question whether "musical intelligence," for example, is more of a talent than a form of intelligence.

■ Any words of caution?

Yes. In a *Phi Delta Kappan* essay, Gardner warns against only superficial use of his theory.

He writes: "One of the things that drove me bananas in a videotape I received was having kids crawling around and calling it bodily/kinesthetic intelligence. Random muscular movements have nothing to do with the cultivation of the mind.

"In some schools, people may label the kid as being linguistic or bodily/kinesthetic, but then they teach just the way they did before," he continues. "The issue is changing the way you teach."

■ Where's NEA on this?

NEA doesn't have a position on the theory of multiple intelligences, but many NEA members have used it in their classrooms and schools.

■ Need more information?

Check out the following resources:

➤ *Multiple Intelligences.* Teacher-to-Teacher Book. NEA Professional Library, $9.95 for NEA members who use stock #29011-9-10-F. To order, call 800/229-4200.

➤ *Frames of Mind: The Theory of Multiple Intelligences.* Howard Gardner. HarperCollins, $16.50.

➤ *Teaching and Learning Through Multiple Intelligences.* Linda Campbell, Bruce Campbell, and Dee Dickinson. New Horizons for Learning, $14.50, 206/524-1710.

➤ *Multiple Intelligences in the Classroom.* Thomas Armstrong. Association for Supervision and Curriculum Development, $14.95, 800/933-ASCD.

Students &

Good Stuff

For Better or Worse
"Teaming is like a marriage. Just as marriage partners have their ups and downs, so do the participants in team teaching relationships." So notes *Team Teaching*, a book created by the Northern Nevada Writing Project Teacher Researcher Group, which covers the benefits of team teaching, how to get started, and what to do when a team doesn't succeed. $12.50 plus $3.50 s&h. Available from Stenhouse Publishers, P.O. Box 360, York, ME 03909, 207/363-9198.

The Online Educator
The Educators Internet Funding Guide details how to get funding for your technology programs. An accompanying CD-Rom includes sample letters and fundraising forms. $44.95. Classroom Connect, 1866 Colonial Village Lane, P.O. Box 10488, Lancaster, PA 17605, 888/CLASSROOM. Or go to www.classroom.net.

Insight on Inclusion
Teaching Kids with Learning Difficulties in the Regular Classroom provides dozens of strategies and techniques educators can use to motivate students who struggle to learn. Includes more than 50 reproducible forms and handouts. $27.95 plus s&h. Free Spirit Publishing, 400 First Ave. N., Suite 616, Minneapolis, MN 55401-1730, 612/338-2068. Send E-mail to help4kids@freespirit.com.

For the Right Stuff. . .
Visit Kidsource—www.kidsource.com/—for in-depth information on children's education and health care. The site includes articles and discussion forums on a host of topics including parental involvement and learning disabilities. The "computing edge" area includes details on how to get used computers donated to your school.

Cultural Connections
Educators share stories and tips on creating practical cultural programs for the classroom in *Linking Through Diversity*. The first-person accounts are supplemented with a list of organizations that provide materials, embassy addresses, and pen pal organizations. $21.95 plus s&h. Zephyr Press, P.O. Box 13448, Tucson, AZ 85732-3448.

You know you have a problem when...

"You have to give up your planning period for a homeroom."

Ann Coates, science teacher, Liberty High School, Bealeton, Virginia

Dilemma

Are You Running Out of Time?

What do you do when you're half way through the year and only one-third through the curriculum?

By December, we typically discover that our well-planned schedule has gone right out the window! So after winter vacation, I become like Jenny Craig and trim all the fat out of my lessons.

I keep teacher and student anecdotes to a minimum and keep all projects on a tightly defined schedule. I tell my students where we have to be by mid-terms, and we work together to stay on schedule. Mid-terms come and go, and we breath a sigh of relief until May, when, lo and behold, we find ourselves in the same predicament.

Once again we trim the fat. I guess this could be called the "Curriculum Yo-Yo Diet"!

Barbara Guenther
High school social studies teacher
Middletown, New Jersey

As a civics teacher, real life issues often intrude on my planned lessons and throw my class off schedule. It's both a blessing and a curse. The trick is flexibility and taking a hard look at priorities.

When I'm in this situation, I look at the big picture and ask myself these questions: What's the bottom line? What really matters? What's expendable and what isn't? What will have the most impact?

Rather than try to cover everything, I focus on the bottom line. But it's really painful!

Tina Yalen
Eighth grade civics teacher
Burke, Virginia

I question practitioners who view curriculum as a cross-country race that must be run from start to finish.

If you find yourself behind, you need to look at what's left and separate the "need-to-knows" from the "nice-to-knows." Cover what absolutely has to be taught, and work in the extraneous information in a cursory review.

You'll just get frustrated if you try to pick up the pace.

CeCe Schwennsen
High school chemistry teacher
Omaha, Nebraska

I teach history using thematic units instead of relying on timelines and textbook chapters. I may choose themes such as "immigration" or "the industrial revolution," which cover a wide span of time and issues.

Mary Lipsey
Seventh grade history teacher
Fairfax County, Virginia

I teach more curriculum in less time by integrating subjects and teaching thematically. I also use a syllabus that allows students to do basic skill work or independent enrichment activities, freeing up class time for required curriculum.

Bobbie Faulkner
Fourth and fifth grade teacher
Scottsdale, Arizona

Got Answers?

NEA Today aims to solve dilemmas by offering advice from educators who've been there. One upcoming question: **How do you get shy or withdrawn students to participate in class activities?** If you've got an answer, send it to us by regular mail, fax, or E-mail at this address: dilemma2@neatoday.nea.org

Strategies

You know you've been successful when...

"Years later, students remember teaching moments—detail for detail."

Maude Turnipseed, fourth grade teacher, Oliver Elementary School, Riverdale, Georgia

Delight

Learning that Lasts Year-Round

At an Ohio school, a year-round calendar boosts student achievement—and teacher morale.

By July's end when most kids are splashing away in swimming pools, beating the summer heat, students at McKinley Elementary are back in the classroom, pencils poised.

The 460-student elementary school located outside Dayton is one of a growing number of schools nationwide to embrace a year-round school schedule.

In 1986, there were about 400 such schools in 16 states, according to the National Association for Year-Round Education. Now, the San Diego group says, there are 2,400 in 41 states.

The schedule at McKinley isn't, as some fear when they hear "year-round," 365 days long. The school is on the same 180-day calendar as others in the district, but breaks are spread out differently. Classes run nine weeks on, three weeks off in the fall, winter, and spring, plus five weeks off in the summer.

Teachers at the school say the new calendar helps students improve their academic skills and gives teachers much needed time during the school year to regroup and recharge.

"We found that three months off in the summer proved to be too long for many students," says Claudette Wead, a second grade teacher who approached school principal Marsha Bayless with the idea.

"I noticed many of my students in Title I classes would improve their skills enough to leave the program in June," Wead says. "But, by September, they needed to be back in the program."

Skip Peterson

Second grade teacher Claudette Wead pushed for a year-round calendar to help students retain knowledge.

"With no help over the summer, many of these students forgot what they had learned," she adds.

To make the new schedule work for teachers, the Xenia Education Association worked with the school superintendent and principal to hammer out contractual issues, such as bus driver schedules in the summer.

To make the schedule work for parents, McKinley staffers worked with local day care providers to assure parents that child care services would be available throughout the year.

In addition, McKinley's doors are open during the spring and fall breaks for "Intervention Week," a week of basic skills review. The following week, parents plan and implement a thematic unit of hands-on activities and field trips.

Together these programs give students who sign up two weeks of additional learning. They also keep school open for parents without other options.

McKinley is only in its second year of the new schedule, but positive results are already evident.

Wead says fewer of her students have gone back into remedial reading programs upon return from the five-week summer break.

"I don't have to spend the whole first part of the new year reviewing everything we learned before," adds special education teacher Alecia Barlow. "Students remember what they learned because it wasn't that long ago that they were in school."

The benefits for teachers are clear as well. "Those three-week breaks really give me time to refresh myself," Barlow says. "I don't feel nearly as burned out because of the way we spread the breaks out."

Barlow sums up the attitude of most McKinley teachers when she says, "I would teach in a year-round school over a traditional school any day!"

For details, contact principal Marsha Bayless at 937/372-1251 or the National Association for Year-Round Education at 619/276-5296.

Idea Exchange

G'day New Zealand

Shortly after the January 1994 earthquake devastated our school, I formed a ham radio team for students. Now students meet each week to talk to amateur radio afficionados locally and globally.

So far we've monitored the space shuttle reports to NASA, spoken with people in New Zealand, the South Pacific, and Alaska, and helped with emergency preparedness in our community.

The club helps students learn science, electronics, geography, math, physics, and social studies.

Robert Hazard
(Radio handle N6NBF)
Granada Hills, California

Happy Birthday to. . .

Several years ago, my second grade students decided to cheer up a teacher who was "un-celebrating" her birthday. Each student chose a rhythm instrument and our Birthday Band was born.

Since that time, our band marches down the hallway to each teacher's room on his or her special day. We sing a short birthday rap song.

Teachers look forward to our visit, and my students love to check the calendar to see if the Birthday Band gets to play today.

Judith Hinton
Chillicotte, Ohio

Buttons For Sale

At Parkston Elementary School, we created a school-to-work experience for fourth grade students by allowing them to set up a Button Manufacturing Business. Students work in bookkeeping, manufacturing, sales, and marketing—putting their math, art, writing, and organizational skills to the test.

Nancy Lorenz, Gary Coleman
Parkston, South Dakota

Share Your Ideas

You can pass along your classroom tips to *NEA Today*'s 2.2 million readers in one of these four ways:

- By Mail: *NEA Today*, 1201 16th St. N.W., Washington, DC 20036
- By phone: 202/822-7201
- By Fax: 202/822-7206
- By E-mail: Ideas@neatoday.nea.org

Families &

Good Stuff

Grandparents Can Help
What can grandparents do to help their grandchildren succeed in school? That's the focus of a 14-page brochure developed by the National Association of Elementary School Principals and World Book Educational Products. Single copies free. Call 800/621-8202. For bulk copies, call 800/386-2377.

Science, Math, Parents
For ideas on how to use parent and community involvement to boost student achievement in science and math, check out a new 100-page resource guide from Project PRISM. *Parents as Leaders in Science and Mathematics Education Reform: A Sourcebook for Community Leaders* was produced by the National Urban League in association with the National Council of LaRaza, The Network, Inc., and WNET. $10 plus s&h. Call 800/TO-PRISM.

Community Schools
The Community Schools Technical Assistance Center provides guidance and support to schools, community organizations, and policy makers who want to transform their traditional schools into community schools that offer integrated social services. For information, contact the Center by writing to the Children's Aid Society, 4600 Broadway, New York, NY 10040, 212/569-2866.

Download and Distribute
The National PTA offers two parent-involvement brochures online. The first, *Partners in Education: Teachers and the PTA* offers tips on how teachers can build effective parent partnerships (http://www.pta.org/issues/edulibr.htm). The second, *Discipline, A Parent's Guide* includes a section on parents and school discipline along with tips parents can use to discipline their kids (www.pta.org/issues/challeng.htm).

More Tips in Cyberspace
Check out the National Coalition for Parent Involvement in Education's site at www.ncpie.org for tips on family-school partnerships. Or order a free brochure with the same information by writing NCPIE, Box 39, 1201 16th St. N.W., Washington, DC 20036.

You know you have a problem when...

"A parent tries to force you to recommend one colleague over another for her child's placement next year."

Candy Staley, second grade teacher, Buckeye Valley East Elementary School, Ashley, Ohio

Dilemma

Defusing a Volatile Situation

How do you deal with a belligerent parent?

First, I let them vent. Usually, there's been some kind of miscommunication, so I try to address that. I try to stay away from personalities. I deal with facts. I have my records of the student's grades and my classroom policies, which I refer to. I make sure that I state all the child's positive qualities. Whatever happens, I never get embroiled in negativity.

Lena Roundtree
Eighth grade math teacher
Palm Beach Gardens, Florida

I start with the classic response recommended by psychologists, "I hear that you're angry and upset." Next, I try to move away from the subjective realm and make the problem as concrete and objective as possible. When I understand their concerns, I outline a goal for addressing them. At the end of the meeting, I always say, "Thanks a lot for expressing your concerns. Let's talk again soon."

Danna Webster
Fourth and fifth grade teacher
Aurora, Colorado

I can usually reach common ground in working with concerned parents, but one parent proved particularly difficult when I told her that her child had changed some low grades on his report card. In spite of the evidence, she defended her child's innocence.

As our telephone conversation approached an accusatory level, I quietly said, "I'm sorry that we aren't going to be able to work together to help Sam."

She must have heard something in that statement that lowered her defenses because after that the tone of the conversation changed immediately.

Sam's mother began to share some of the problems her son had been experiencing, and we both acknowledged the pressures Sam had been under.

Sam didn't change overnight, but his mother and I were united from then on in our efforts to make his school year successful. Amazing what power a simple, compassionate statement can have in diffusing a volatile situation.

Kathy Kauffman
Fourth grade teacher
Kilmarnock, Virginia

I ask them to tell me their concerns and when they do, I write them down. Then I address each concern and write down the solutions. Anything I can't find acceptable solutions for, I refer to my administrators.

I tell them their child's strengths and seek their suggestions for any identified problems. And I talk to my colleagues for suggestions.

It also helps to be prepared. I check with my administrator on any child who may have a history of having a belligerent parent.

Martha Janet Close
Sixth grade teacher
Fairfax, Virginia

Got Answers?

What do you think makes an effective school/business partnership?
If you've got an answer, send it to us by regular mail to1201 16th St., N.W., Washington, DC 20036, Fax at 202/822-7206, or E-Mail at this address: dilemma2@neatoday.nea.org. Please include your name, educational position, and phone numbers.

Communities

You know you've been successful when...

"The school and community work together to provide quality after-school activities for children in the neighborhood."

Don Frischkorn, elementary guidance counselor, Taylor Elementary, Cedar Rapids, Iowa

Delight

All Things to Needy Families

A California school becomes the focal point for poor families looking to improve their lives.

Bob Riha, Jr.

NEA member Bertha Toner (second from left) joins parents in packing produce for distribution to local families.

Getting from the health clinic to the food stamp office to the babysitter can be a real hassle for financially strapped parents who need the services but don't have the time or transportation to schlep from one place to the next.

But it doesn't have to be.

Parents in a Riverside, California, neighborhood 60 miles east of Los Angeles now find the help they need in the one place they have to go to anyway—their children's school.

At Longfellow Elementary, Project SMART—Service Management Through Action, Responsibility, and Teamwork—has streamlined the maze of resources that used to frustrate needy families, particularly those with limited English-speaking skills.

Families now go to Longfellow for help with everything from housing and Aid to Families with Dependent Children eligibility to immunizations and family counseling.

NEA member Bertha Toner coordinates the services of the health care professionals, government workers, day care providers, social workers, and parent educators who now work with school staff on school grounds.

"I worked here as a teacher," Toner says, "and I remember beating my head against the wall trying to solve problems I wasn't trained to solve. I had students who were victims of child abuse, kids facing homelessness, kids who were suicidal."

That was six years ago. Since then, both Toner and the school have undergone a metamorphosis. She has received a master's degree in school counseling and Longfellow has become a national model of the school as full-service community center.

The services are a lifeline for Longfellow's students—96 percent of whom qualify for free lunch.

Now their families come to school to find affordable day care, apply for food stamps, find medical assistance, get physicals and immunizations, participate in counseling, get help finding work, and even take adult ed classes.

Plus, there's a support group for mothers of gang members, a parent-run youth group, a food pantry, and a clothing closet.

The program got its start in 1991 when Longfellow administrators won a three-year, $400,000 grant from the state's Healthy Start program.

They used the funds, in part, to provide office space for the county's community assistance workers. Except for Toner's salary—which comes out of Longfellow's budget—the cost of the services offered at Longfellow are now covered by a patchwork of public and private agencies.

"Parents see Longfellow as a friendly environment with a personal touch," says Toner, "as opposed to the other agencies where they feel like they're just a number."

The program's benefits are visible everyday. No more duplication in services. No more runaround for parents. Open communication between community service agencies. Healthier kids and families.

"And teachers," Toner adds, "who get to do what they're trained to do—and what they want to do—teach."

For more information, contact Bertha Toner at Longfellow Elementary School, 3610 Eucalyptus Ave., Riverside, CA 92507, 909/788-7107, fax 909/369-3346.

Idea Exchange

Sack Sagas

I've found a great way to encourage my budding second grade authors and make the community aware of their budding literary talents at the same time.

When it's time for students to write book reports, I get a local supermarket to donate paper bags—then students write their reports on them. Using markers, they draw pictures to illustrate their prose.

On each bag, we include the student's name and school address with a request that the grocery customer receiving the bag write back to the student. Out of my class of 20 students, we usually receive about six or seven replies.

Gerry Boger
Great Bend, Kansas

Holiday Giving

This past holiday season, family and consumer science teachers Marcella Farias, Andrea Schleicher, and I had our sixth grade students bake cookies, make felt ornaments, and create personalized cards for 150 homeless people.

We tied this effort in with lessons on people's responsibility to share with those less fortunate than themselves. Seeing the expressions of compassion that students wrote in their cards proved they'd grasped the importance of community involvement, particularly during the holidays.

Andrea Shagory
Framingham, Massachusetts

Dig It!

With tight budgets, my high school students and I can't afford to fly to Egypt to get hands-on archaeological experience. But we live near universities where faculty are constantly working on "dig" sites of local interest—old buildings, abandoned homes sites, and more.

These professors often need volunteers to help sift dirt, label finds, or just provide another pair of hands. When I call with an offer of free labor in exchange for a lesson or two, I've gotten many warm welcomes.

The professors in charge love explaining the step-by step processes they go through when working on an archaeological site.

John Beyer
Yermo, California

Rights Watch

Slave Labor or Life Lesson?

Larry Salzman

These Minnesota high school students volunteer to visit the elderly in a local nursing home as a way of contributing to their community.

Can school districts legally require high school students to perform "volunteer" work?

According to three federal appellate courts, the answer is "yes."

While many high schools encourage community service work, mandatory volunteerism is still relatively rare. According to a 1993 media report, only about 10 school districts around the country, plus the state of Maryland, require students to perform community service before graduating.

In three of those districts—in New York, Pennsylvania, and North Carolina—students and their parents sued school districts, arguing that mandatory community service requirements violate individual rights under the federal Constitution.

They lost each case.

The Pennsylvania lawsuit, *Steirer by Steirer v. Bethlehem Area School District*, was decided by the Third Circuit Court of Appeals in 1993.

At issue was a board policy of the Bethlehem Area School District requiring high school students to perform 60 hours of community service between 9th and 12th grades. Students could choose from a list of some 70 community organizations or develop their own "experiential situation."

Students also had to prepare a report describing and evaluating their service experience. Those who failed or refused to comply could not graduate.

Several parents and their children asked a federal court to declare the program unconstitutional and stop its enforcement.

Bethlehem school officials argued that the program was an appropriate and legal school requirement because it helped students "acquire life skills and learn about the significance of rendering services to their communities and gain a sense of worth and pride."

Among other things, the plaintiffs claimed that the policy violated the Thirteenth Amendment's prohibition against "slavery" and "involuntary servitude."

In rejecting that argument, the court explained that the Thirteenth Amendment was adopted to ban "African slavery" in America and "[t]here is no basis in fact or logic [for] analogizing a mandatory community service program in a public high school to slavery."

The court also pointed out that courts uniformly have upheld other forms of state-mandated "civic duties" including military service, jury duty, and pro bono work by attorneys.

The parents in a New York case, *Immediato v. Rye Neck School District*, used a somewhat different theory. They argued that the requirement of 40 hours of community service violated their "fundamental parental right" to direct "the upbringing and education of their children."

The parents said they feared that the requirement would teach their son "that guidance on moral issues should come from the government, rather than from within."

In dismissing that claim, the Second Circuit Court of Appeals ruled last year that "parental rights" are not "fundamental rights" under the Constitution.

The court went on to hold that it is entirely proper for the public schools to teach values, to inculcate in students "the values and habits of good citizenship," including the value of volunteer work.

The challenged program, the court said, "helps students recognize their place in their communities, and, ideally, inspires them to introspection regarding their larger role in our political system."

Last July, the Fourth Circuit Court of Appeals agreed with the Second and Third Circuits and upheld a North Carolina school district's community service requirement in the case *Herndon by Herndon v. Chapel Hill-Carrboro*.

The U. S. Supreme Court refused to review the *Steirer* and *Immediato* decisions, and the plaintiffs in *Herndon* have appealed to the High Court.

Since no court to date has struck down a community service requirement, it's highly unlikely the Court will disturb that ruling.

Scott Bullock, a lawyer for the conservative Institute for Justice and counsel for the parents in two of the cases, concedes as much. Still, he argues that these court losses demonstrate the need for Congress to pass a "parental rights" law.

"Parents really have no rights in the public school setting right now," Bullock says.

—Michael D. Simpson
NEA Office of General Counsel

Resources

More on Volunteerism

Recent statistics show that volunteerism among high school students is on the way up.

According to a poll released in January by UCLA's Higher Education Research Institute, 72 percent of college freshmen say they performed volunteer work in the last year, an increase of 10 percent over 1989. And 38 percent say that they volunteer once a week.

A Gallup survey shows that teens volunteered 2.4 billion hours in 1996 and indicates that more teens would volunteer if asked.

What's NEA's position on mandatory community service?

Delegates to the 1996 NEA Representative Assembly approved a resolution stating that "learning through voluntary community service should be encouraged as an integral part of a student's education. Participation in community service and service learning programs should not be required for high school graduation but could be used for elective credit."

NEA delegates also called for education employees who supervise students involved in these programs to be "given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals."

And NEA encourages school districts to "work with community groups to provide students with the opportunity to participate in such programs."

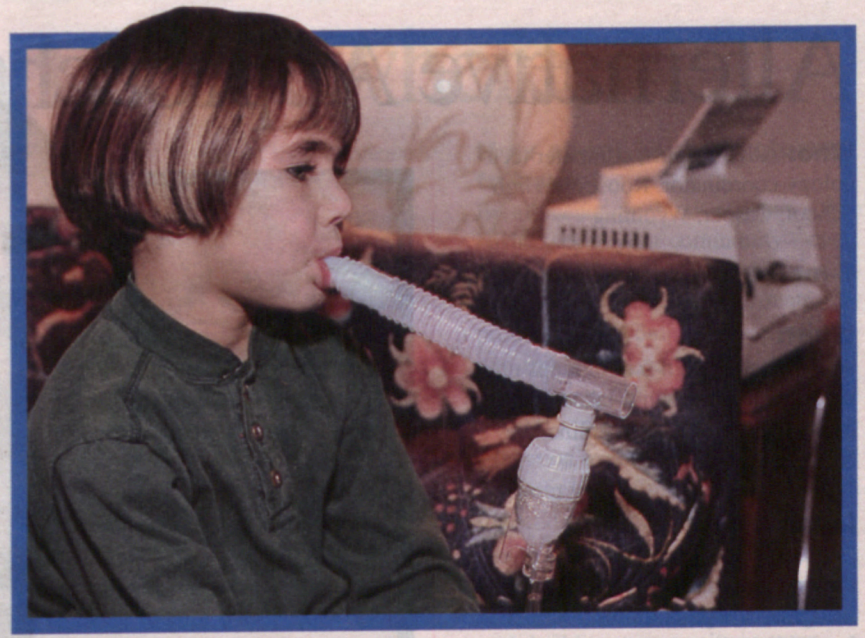
For more information on community service programs, contact one of these organizations:

- National Society for Experiential Education, 3509 Haworth Dr., Suite 207, Raleigh, NC 27609-7229, 919/787-3381, ness@interpath.com, www.tripod.com/nsee. Publishes a three-volume set, *Combining Service and Learning: A Resource Book for Community and Public Service.*
- National Youth Leadership Council, 1910 West County Rd. B, Roseville, MN 55113, 800/FON-NYLC. Publishes *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum.*
- Break Away, c/o Michael Magevney, 6026 Station B, Nashville, TN 37235, 615/343-0385. Promotes use of spring break for community service.

Health

Facing Down the Asthma Threat

Avis Anderson is a certified school nurse at the Bristle Township School District in Center Valley, Pennsylvania. A member of the National Association of School Nurses and of the NEA, Anderson is the head nurse for an American Lung Association Asthma Camp for children. She spoke recently with Christine Luong, a staff member from the NEA Health Information Network.



Why are we hearing so much about asthma these days?
About 14.6 million people in the United States—or 5.6 percent of the population—have asthma. Nearly 5 million asthmatics are children under the age of 18. Asthma is the number one cause of school absenteeism, resulting in 10 million lost school days each year. Since 1980, asthma deaths have increased by 66 percent.

What exactly is asthma?
Asthma is a disease that causes the airways that lead to the lungs to swell and constrict. This narrows the airways and restricts the airflow. Getting air through the narrowed airways is difficult and often results in the characteristic wheezing associated with asthma. You can get an idea of what it's like to be an asthmatic by pinching your nose, jogging in place for five minutes, and breathing through a straw. In that state you'll find that it's very difficult to concentrate.

What are the symptoms?
Not all asthmatics wheeze. Asthma can manifest itself as a dry cough or bronchitis, tightness in the chest, trouble breathing, or—in the case of a full-blown attack—inability to breath.

What triggers asthma?
Asthma can be triggered by colds, stress, emotional factors, allergens, and environmental factors. The three main environmental triggers are dust, pollen, and smoke. Second-hand smoke is extremely harmful to children. You never want an asthmatic child in a closed environment where smoking is permitted.

Indoor air quality problems, such as stuffy rooms with no ventilation or unknown allergens in air ducts, can also trigger asthma.

Some other asthma-inducing allergens are cat or dog hair, cockroach feces, rats, and mice. There is a rule of thumb: You can have allergies and not have asthma, but if you have asthma, you will have allergies.

What can one do to prevent asthma attacks?
First educate everyone about the disease and what can be done about it.

Second, follow the physician's prescribed program. That means using medication carefully and correctly. Many times, students don't understand how or when or which medication to use. It often falls to the school nurse to explain how and when to use inhalers for maximum effectiveness.

Third, control the triggers. Avoid smoky environments, control animal dander, eliminate articles that attract dust—stuffed animals, carpets, upholstered furniture, heavy drapes. Use a damp cloth to dust, keep air vents clean, avoid foods that cause allergic reactions, and consider allergy shots.

What can educators do to help students with asthma?
Most important, all educators need to learn about asthma. Education is the best way to manage the disease.

By learning about the disease and paying attention to each child's health, educators and school nurses can assure kids that asthma symptoms aren't caused by emotions, aren't normal, and can be treated.

In addition, all school personnel can work to eliminate possible asthma triggers, like dust, mold, and food that attracts bugs and rodents. You can ask the school district to improve indoor air quality by cleaning out the air vents and improving ventilation.

Finally, physical education teachers are in a prime position to watch for asthma symptoms. I sometimes wonder if exercise-induced asthma can be linked to obesity. Some kids learn to stop any exercise that may cause them to have an asthma episode.

Resources

■ *Asthma Awareness: Curriculum for the Elementary Classroom* is available for free from the National Asthma Education and Prevention Program of the National Heart, Lung, and Blood Institute. Fax 301/251-1223 and note publication #93-2894.

■ The Asthma and Allergy Foundation of America provides free materials to help observe Asthma and Allergy Awareness Month in May. For details, call 800/7ASTHMA.

■ The Open Airways Program of the American Lung Association provides help in understanding asthma. To set up an Open Airways Program in your community, get information on the Asthma Camp for Children, or find out more about asthma, contact your local Lung Association.

■ The National Allergy and Asthma Network/Mothers of Asthmatics provides resources and materials on allergies and asthma. The Network also offers subscriptions to its monthly newsletter ($25 per year). For details, call 800/878-4403.

From the Network

The NEA Health Information Network suggests the following helpful resources:

■ **AIDS Education**
Building a Future Without HIV/AIDS: What Do Teachers Have To Do With It? calls attention to the need for comprehensive teacher education in this area. For a free copy of this report, contact Brinda Albert or Mwangaza Michael-Bandele, AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186, 202/293-2450.

■ **AIDS Curriculum**
Act Smart is an HIV/AIDS curriculum from the American Red Cross and the Boys & Girls Club of America. Geared to three ages groups—6-9, 10-13, and 14-17—the curriculum provides information and training to help kids avoid risky behaviors and resist peer pressure. $12.95 for instructor's manual, plus s&h and local sales tax. For details, call 800/667-2968.

■ **Nutrition**
March is National Nutrition Month. For a free catalogue of posters, fitness and culinary promotional items, call the National Center for Nutrition and Dietetics, 312/899-0040, ext. 4653.

■ **Health Statistics**
Youth Indicators 1996: Trends in the Well-Being of American Youth, a collection of current data from the National Center for Educational Statistics on American youth, includes information on health, economic, educational, social, and other factors. $12 includes s&h. Write to Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. Note publication #NCES 96-027.

■ **Air Quality**
EPA's Indoor Air Quality Information Clearinghouse provides information on a range of indoor air quality topics. Call 800/438-4318 or 202/484-307, fax 202/484-1510.

■ **Poison Prevention**
March 16-22 is National Poison Prevention Week. For a free packet of publications, write to the Poison Prevention Week Council, P.O. Box 1543, Washington, DC 20013.

Bits & Bytes

New & Noteworthy

Rural Circumstances
"Rural Education and the Information Highway"—that's the theme of a national interactive teleconference that'll do more than just review rural access problems. The session will explore strategies for gaining affordable Internet access in underserved rural areas. Check it out on March 25 from 2:00-3:30 p.m. EST. For downlink information, call PBS at 800/257-2578.

Daily Education News
Education Week is now available online (www.edweek.org) with the current issue, a searchable archive, and a daily news section that contains the best stories written about education from around the country.

Resources Hooked Up
At Cable in the Classroom's new Website (www.ciconline.com), you can make customized program searches based on a range of variables, read and post messages to a bulletin board for educators, and sign up for a subscription to *Cable in the Classroom Magazine*.

Logical Pursuits
Logic Quest, an interactive learning game for students ages 8-14, involves students in games that develop their skills in logical thinking, problem solving, mapping, creative thinking, and strategic planning. The CD-ROM, sold by the Learning Company for $45, can be ordered by calling 800/852-9952.

Looking to Higher Ed
Technology and Higher Education, the latest title from the NEA Professional Library, includes chapters on intellectual property rights, information access, technophobia, and underrepresentation of women and minorities in technical fields. $21.95 ($18.95 for NEA members). To order, call 800/294-4200.

Basic Understanding
The Teacher's Complete and Easy Guide to the Internet, written by two teachers to help other educators explore the Internet, provides exercises teaching basic concepts and skills, an array of project ideas to use in the classroom, and 70 pages of links to curriculum resources. To order, call 800/805-1083 or visit www.ingenia.com/trifolium for sample chapters and more.

Friendly User

Alternative Approach Succeeds

Who: Allen Kapust, computer technology coordinator, Roosevelt High School, Casper, Wyoming

E-mail address: kapust@trib.com

What:
An alternative high school reaps unexpected benefits when it takes up a newspaper's offer to go online at a discount.

Inspiration:
"The *Casper Star-Tribune* was one of the first newspapers in the country to recognize the potential of the Internet. It established its domain name—trib.com—early on, grabbing up a domain name that a lot of other publications would like to have today.

"Four years ago, the paper offered to provide one teacher from each building in our district an E-mail account. Given my interest in the Internet, I was one of those teachers.

"We did the set-up, which back in those days was a big deal. We had 'computer nights' at the *Trib*, where teachers lugged their computers in to get them set up correctly. Then they could just go home, plug the machine back in, and connect the modem.

"From there, the Internet concept exploded, in the country and in our community. As I became more familiar with it, I worked to make our school the first in the district with a direct connection.

"At that time, I taught special ed in the emotional and behavior disorder program. Roosevelt High is an alternative school for kids who can't seem to survive in the other large high schools in the district. They have about 1,500 students each, where we have 125.

"In this era of tighter resources, our school doesn't have a library like the other high schools do. We depend on other resources—nowadays, in large part, that's the Internet.

"Our kids are trained on acceptable use at the beginning of the semester and integrate the Internet into their daily projects.

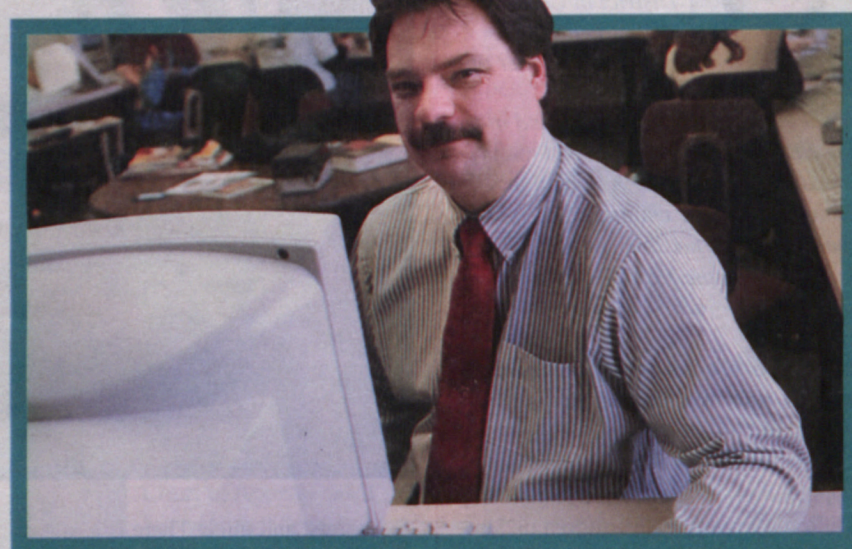
"I can tell the Internet and technology have made their mark. Students like the speed with which they can retrieve information and the new ideas they come across.

"One of my colleagues told me that technology puts our kids on a more even playing field. They feel they are equals when they use the technology.

"And I've found that with E-mail, students have a means to communicate that they feel comfortable with.

"When we introduced internal E-mail, I assigned accounts to the kids. They'd be only two chairs away from me, but they'd send me E-mail telling me different things about their lives. They found it easier to talk in that medium than face-to-face.

"A few of us have received E-mail—even little bits of poetry—that we'd never expected."



Tricia McInroy

"Judging by how much students whine and complain when the system goes down, I'd say the Internet has had an impact," says NEA member Allen Kapust.

Click:
"These students are part of the computer/TV generation, playing Nintendo by the hour. This forum—the Internet and technology in general—is comfortable for them. And as they use it, they incorporate information that helps them in the classroom."

More About:
NetLearning: Why Teachers Use the Internet features Internet basics plus stories and tips on integrating the Internet into the curriculum, all based on real classroom situations. $24.95 from O'Reilly & Associates. Call 800/998-9938 for more information.

Bytes for Beginners

What value does the Internet offer specifically to educators? Here's what some have to say:

■ "The Internet, as a resource and communication tool, enables students to find timely information and communicate with experts and peers worldwide."

■ "Teachers are also ending their isolation by finding peers and resources online."

■ "The beauty of the Internet is this: no matter how specialized my area of interest, there is someone who can point the way, who has developed skills and knowledge to serve as a guiding light, who knows and will share what I need to know."

■ "Arranging meetings, sending memos, keeping in touch with parents, and exchanging student records between schools becomes more efficient and effective."

■ "Using the Internet can put a school in better touch with its local community. Making student projects and information about school activities available to the community through Web pages helps foster a stronger community-school relationship."

—From *NetLearning: Why Teachers Use the Internet* (O'Reilly & Associates, Sebastopol, California)

Click Here

Got To Start Somewhere

For many districts, introducing technology into the school system looms as an almost impossible task. Deciding on these big initial purchases—and how they fit into an effective, long-term strategic plan—is daunting.

NEA's Center for Education Technology offers these tips on getting the process started.

What's step one?
An easy first step would be to reach out, either electronically or directly, to other schools with experience in incorporating technology. Learning from their successes or failures can help streamline your own plans and provide contacts you could develop.

What types of contacts are we looking to develop?
Technology and software vendors can provide expertise and resources in your planning processes.

When interviewing potential vendors, explore the planning expertise they'd bring and the continued support they'll provide.

Many hardware and software companies include consultation in technology planning as part of their services. Some companies may provide soup-to-nuts services, including planning, training, and continuous technical assistance and maintenance—a comprehensive package that may meet your district's needs.

Other companies may provide tools for school administration and classroom management as well as instruction as part of their overall package

Any advice on dealing with a vendor?
Consult with more than one company, and make sure all options are presented to you.

Companies may help you develop plan that incorporates materials and equipment from other vendors. Some corporations, such as Compaq computer, have special financing or leasing programs to make technology more accessible financially.

Be clear on your goals. Notes Kathy Walsh, manager of education programs in IBM's public affairs office: "Technology for technology's sake doesn't work. You first have to decide what you want to do educationally."

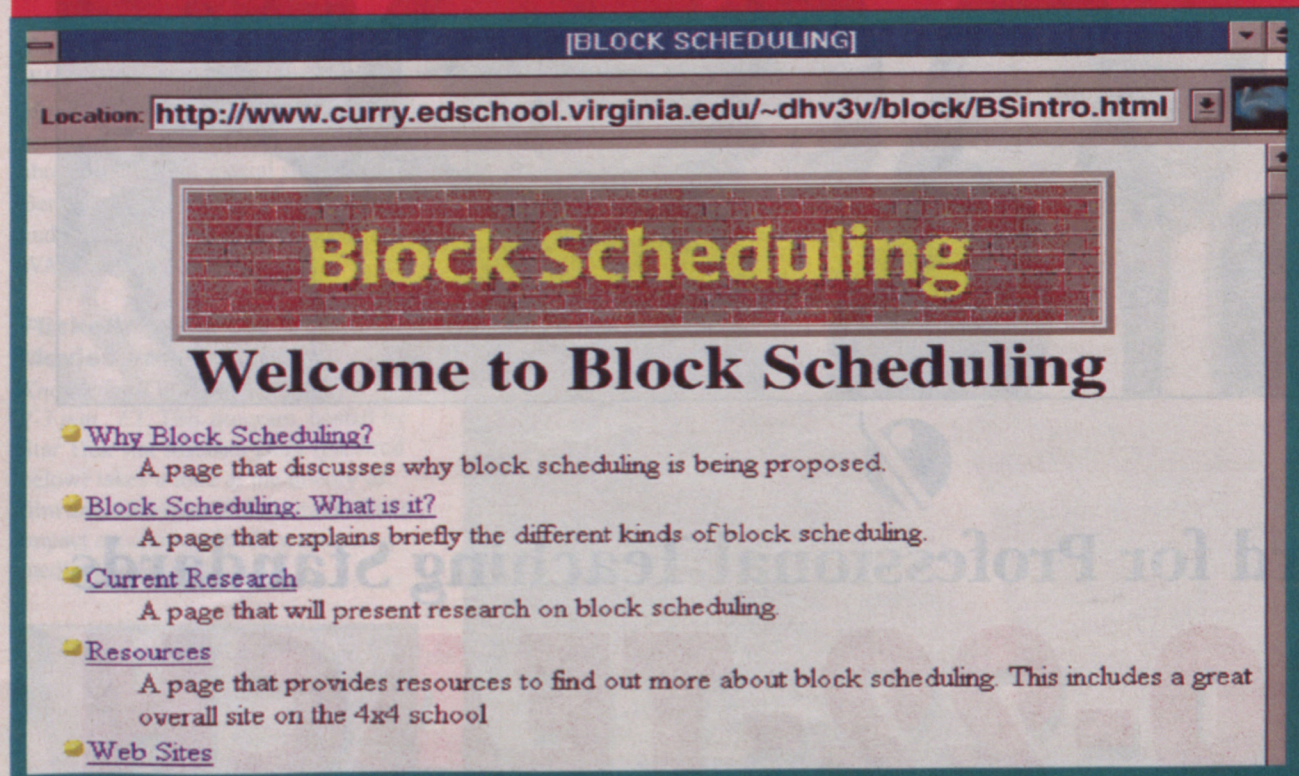
How about sources closer to home?
By all means, seek out assistance from businesses in your community—even if they aren't technology-based industries. Regardless of their ultimate product, most companies use technology and have experience in purchasing, leasing, and planning.

While you will have to provide the education expertise, local businesses can help you with budgeting, negotiating, and deciding whether to buy or lease. They can also share their experience with various vendors.

Working with businesses, along with building community support, may give you firsthand information on what technology skills students will need to succeed in the workplace.

Any final pointers?
Aside from computer hardware and software producers, you might want to seek out phone, cable, satellite, wireless, and cellular businesses to see what solutions they have to offer. They're all actively joining the education market and devising systemic approaches for school districts.

Screen Shot


[BLOCK SCHEDULING]
Location: http://www.curry.edschool.virginia.edu/~dhv3v/block/BSintro.html
Block Scheduling
Welcome to Block Scheduling
Why Block Scheduling?
A page that discusses why block scheduling is being proposed.
Block Scheduling: What is it?
A page that explains briefly the different kinds of block scheduling.
Current Research
A page that will present research on block scheduling.
Resources
A page that provides resources to find out more about block scheduling. This includes a great overall site on the 4x4 school
Web Sites

"Welcome to Block Scheduling" (curry.edschool.virginia.edu/~dhv3v/block/BSintro.html) provides background information on block scheduling, a discussion area for educators, and a research section that cites the pros and cons.

Web Winners

Taking Stock
The EduStock page (tqd.advanced.org/3088) teaches what the stock market is and how it can work for you. Created for Thinkquest by students at Winston Churchill High School in Potomac, Maryland, it includes tutorials as well as "the only free realtime stock market stimulation" available on the Web.

Online Writing Help
The Paradigm Online Writing Assistant (www.idbsu.edu/english/cguilfor/paradigm/), developed by a professor at Boise State University, helps students in grade 7 through college organize, revise, and edit their writing.

Bugs in Cyberspace
Ticks in South Africa, butterflies in New Zealand—they're all on "Amazing Insects on the Internet" (www.minnetonka.k12.mn.us/groveland/insect.proj/insects/html). Trudy Schnorr's third graders in Minnetonka, Minnesota invited readers of their Web page to E-mail descriptions of indigenous bugs, and responses poured in from around the world. The site also provides lesson plans and resources.

Design a Homepage
The latest Teachers.Net Homepage Maker, available at (teachers.net/sampler), helps design a homepage that can be placed on any server. New features have been added—insert background images, add custom graphics and link to other Web pages. A simple fill-in-the-blank format gets you started.

Global Experience
National Geographic Online (www.nationalgeographic.com) features the experiences of writers, scientists and photographers who are on assignment for *National Geographic* around the world.

Global Experience II
Tales of Wonder (www.ece.ucdavis.edu/~darsie/tales.html) introduces other cultures through stories from all over the world.

Appropriately Enough
The Info Guide . . . for Kids Only (www.theinfoguide.com/kid.htm) contains a listing of some 150 sites children can access without finding any material that's inappropriate.

What Could Be More Important Than Their Future?

Frankly, nothing.

Ten years ago, we set out to develop standards for accomplished teaching practice that would both enrich teachers' professional lives and be a guiding framework for educating students. Today, tens of thousands of teachers have been involved in creating these standards. And the results have been spectacular.

Never before has a project of this magnitude ignited so much spirit and intellectual verve. We are proud to be able to present these to teachers, to offer them as beacons of light, and to ask for feedback.

Teaching standards are now available in eleven* fields, crossing disciplinary and developmental levels. We urge you to order a copy and see how these standards can be useful to you. It will be the best $5 you spend this year.

National Board for Professional Teaching Standards

1-800-22-TEACH

*The National Board ultimately plans to have standards available in 33 fields.

Heads Up!

TV Tips

March Against Drugs

ABC, Saturday, March 1 through Monday, March 31. This campaign features specially produced public service announcements culminating in an ABC News "town hall" meeting on Sunday, March 30.

ABC's Web site—www.abc.com—will feature resources and information and *Reader's Digest* will publish a guide for parents.

Animated Hero Classics: Harriet Tubman

HBO, Saturday, March 1, 8:30-9 a.m., ET. This program depicts the life of American heroine Harriet Tubman.

You Gotta Have Arts

WAM!, Saturday, March 1 through Monday, March 31. This month-long campaign celebrating the arts (photo above) includes a special showing of Bernstein Concerts for Young People and more. Check local listing for more WAM! arts programs.

Flickerings on the Wall: Movies and Television

Knowledge TV, Sunday, March 9, 2-3 p.m., ET. This program, hosted by Star Trek star Michael Dorn (pictured below) takes a look at the history of film and television and examines their impact on communication, mass media, and society.

Breaking the Surface: The Greg Louganis Story

USA, Wednesday, March 19, 9-11 p.m., ET. This story details the diving champion's rise to Olympic glory and his courage in dealing with HIV.

The Parsley Garden

ABC, Saturday, March 22, check local listings for time. Based on a William Saroyan short story, this program (photo at right) features a young boy at the turn of the century, who is caught shoplifting. For a free study guide produced by KIDSNET, call 800/647-4ABC.

Exposures: Tornadoes '95

The Weather Channel, Sunday, March 23, 12-12:30 p.m., ET. This program (photo below) looks at the tornadoes of 1995 and their causes, then explains what to do if you're caught in one.

About Us: The Dignity of Children

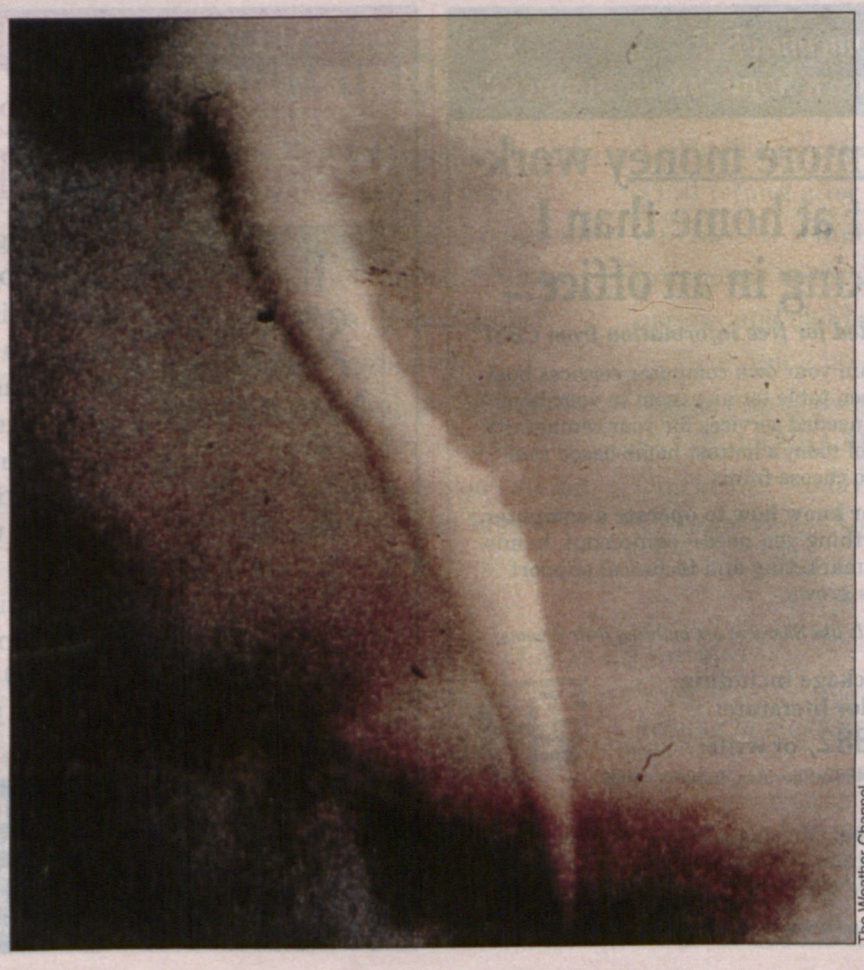
ABC, Saturday, March 29, check local listings for time. Given America's changing social structures, a look at the lives of today's children. For a free teacher's guide, contact KIDSNET, 6856 Eastern Ave., N.W., Suite 208, Washington, DC 20012, 202/291-1400.

Daniel Watson/ABC

The Inheritance

CBS, Sunday, April 6, 9-11 p.m., ET. This movie is a dramatization of Louisa May Alcott's first novel, which was discovered, restored, and published for the first time last month by Dutton books. The story, written when Alcott was only 17, follows the fate of an impoverished young orphan who wins favor among the wealthy until a jealous enemy threatens to rob her of her natural birthright.

These listings are provided by KIDSNET, the computerized clearinghouse for children's electronic media.



The Weather Channel

School Stories

Here's your chance to see episodes you may have missed of School Stories, a series from NEA and The Learning Channel that shows what's happening in America's classrooms. Here's the schedule.

The Struggle for Safety

Sunday, March 2, 12:30 p.m., ET. In Long Beach, California, it's an everyday struggle to keep the influence of local gangs from creeping into school hallways. Take a look at some of the measures that some school employees use to keep students safe.

Plugging Into Technology

Sunday, March 9, 12:30 p.m., ET. With the help of a federal grant, a rural South Dakota school in one of America's poorest counties goes hi-tech with computers and cameras. What's even more impressive: how one veteran teacher masters the technology and encourages colleagues to do the same.

Second-Chance High

Sunday, March 16, 12:30 p.m., ET. What happens when you mix high school students who were expelled with kids who dropped out and older welfare recipients who are back in school? In Shreveport, Louisiana, the answer is learning—the key is teaching to a variety of learning styles.

Class Act: A Teacher Profile

Sunday, March 23, 12:30 p.m., ET. Rhode Island teacher Mary Lee Drouin loves to use her singing and theatrical talent to teach English. Watch this class act share her talent and passion for literature.

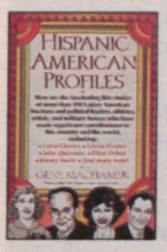
The Drive to Teach

Sunday, March 30, 12:30 p.m., ET. To increase the number of minority teachers, the Savannah, Georgia school district sets up a partnership with local universities that gives school support staff the chance to become teachers. See the program through the eyes of its students.

BONUS: An added plus for NEA members: Each episode of School Stories is available on video (after it airs) with an additional 15 to 20 minutes of tips from the educators featured in the show. For details or to order, call 800/229-4200.

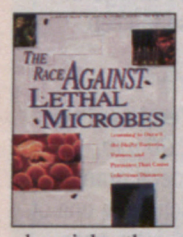
Heads Up

Free or Inexpensive



Hispanic Role Models

Hispanic American Profiles by Gene Machamer provides profiles of more than 150 Latino role models whose contributions have influenced every aspect of American life. $9 plus 6 percent s&h. Random House Inc., 400 Hahn Rd., Westminster, MD 21157, 800/733-3000.



Not Science Fiction

The Race Against Lethal Microbes, a report from the Howard Hughes Medical Institute, chronicles the progress being made to understand and control infectious diseases. Includes graphs, photos, personal accounts, and essays appropriate for high school students. Free from the Howard Hughes Medical Institute, Office of Communications, Attn: Laurie Santos, 4000 Jones Bridge Rd., Chevy Chase, MD 20815-6789, 800/448-4882.

Early Skills

In *When Stories Come to School,* author Patsy Cooper provides an in-depth look at the developmental role stories play in helping young children learn to read and write. Includes an outline of how children can tell and perform their own tales. $12.95 plus $3.50 s&h. Teachers & Writers Collaborative, 5 Union Square West, New York, NY 10003-3306, 212/691-6590.

Creative Writing

Kids can learn to make books that pop out, are shaped like cats, or fold like accordions. *The How-To-Make-A-Book* Book by Cynthia Costello shows kids in grades 1-6 how to express themselves through words and pictures. Each project includes a list of supplies they will need, a set of illustrated directions, and a section called Teacher's Corner that contains an annotated list of other books and more exciting ideas. $10.95 plus $3.50 s&h. The Learning Works, P.O. Box 6187, Santa Barbara, CA 93160, 800/235-5767.

Rain Forest Reason

Many children may know that rain forests are in danger, but don't understand why it matters. Using hands-on activities, *Rain Forest* by Robin Bernard helps kids in grades 2-5 explore one of our world's greatest natural resources. $12.95 plus 9 percent of price or a minimum of $2.25 s&h. Scholastic Professional Books, P.O. Box 7502, Jefferson City, MO 65102, 800/325-6149.

Understanding Asthma

In *Taking Asthma to School*, author Kim Gosselin helps young kids understand and accept students who have asthma. Designed to be read aloud. $9.95 for a single copy, $7.96 for two or more. Price includes s&h. JayJo Books, P.O. Box 213, Valley Park, MO 63088, 800/801-0159.

Mmm-Mmm Good Science

Gobble Up Science by Carol Johmann and Elizabeth Rieth uses easy-to-prepare, nutritious foods and tasty treats to teach basic scientific concepts. This book of activities and experiments is filled with illustrations and easy-to-follow directions for kids in grades 1-4. $10.95 plus $3.50 s&h. The Learning Works, P.O. Box 6187, Santa Barbara, CA 93160, 805/964-4220.

Choose Your Ending

What do you do when Nick, a big kid fifth grader, wants to beat you up? A new book lets kids decide. *Bully on the Bus* by Carl Bosch—part of The Decision Is Yours series—aims to help children ages 7-11 think about social problems and solutions. $5.95 plus $2 s&h. Parenting Press, Inc., P.O. Box 75267, Dept. 850, Seattle, WA 98125, 800/992-6657.

In Laymen's Terms

The laws that govern our world sometimes seem invisible, especially for young people. *It's the Law! A Young Person's Guide to Our Legal System* by Annette Carol explains the law and the code of laws that govern the United States. $12.95 for the book, $16.95 for a teacher's guide, plus $4.50 s&h for the first book, $1 s&h for each additional book. Volcano Press, P.O. Box 270YL, Volcano, CA 95689, 800/879-9636.

Toying With Matter

Toys: Using and Understanding the Senses by Mickey Sarquis helps kids in grades 1-4 discover the realm of the senses and the world of matter through toys. $19.95 plus $7 s&h.

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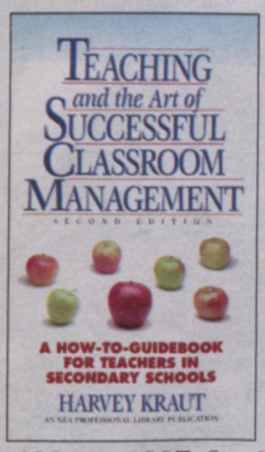
TEACHING and the Art of SUCCESSFUL CLASSROOM MANAGEMENT
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A HOW-TO-GUIDEBOOK FOR TEACHERS IN SECONDARY SCHOOLS
HARVEY KRAUT

Teaching and the Art of Successful Classroom Management shows you how to: establish classroom rules, plan the daily lesson, vary lesson types, teach across the curriculum, design meaningful tests, avoid end of term blahs, inspire classroom discipline, and much more. Problem scenarios and solutions will help you learn to cope with the unexpected, and eight teacher-tested forms are included to make your job easier. This comprehensive guide is your "launch pad" to success in the classroom!

128 pp., 1997, Stock #2004-9-00-D,
Non-members $18.95, NEA Members $14.95

Prices subject to change. Shipping and handling will be added.

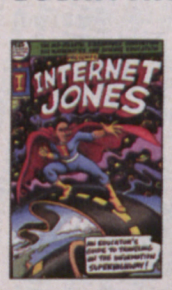
HOW TO ORDER

To order any NEA Professional Library title, or to receive a FREE catalog, call toll free: 1-800-229-4200 Mon. – Fri. 9 a.m. – 4:30 p.m. ET or mail to: NEA Professional Library, P.O. Box 509, West Haven, CT 06516

Heads Up

McGraw-Hill, Attn: Order Services, 860 Taylor Station Rd., Blacklick, OH 43004, 800/722-4726.

Growing Pains
Often the best eye-openers for young people are the experiences of their peers. *The Rites of Passage* Literary Magazine 1995-96 is a collection of fiction, narratives, essays, and poetry that reflect a diverse group of students at Portland's Thomas Jefferson High School. $9 plus $5 s&h. Contact NECA, P.O. Box 73038, Washington, DC 20056-3038, 202/806-7277.



Internet Superhero
Journey with Johnetta Jones, a mild-mannered teacher who becomes comic book superhero Internet Jones to teach educators about everything from E-mail to the Web. Free while available. Contact the Mid-Atlantic Eisenhower Consortium for Mathematics and Science Education, Research for Better Schools, 444 N. Third St., Philadelphia, Pa. 19123, 215/574-9300, ext. 280.

Easing Learning Challenges
Many Ways to Learn: Young People's Guide to Learning Disabilities by Judith Stern and Uzi Ben-Ami provides kids 8-14 with descriptions of learning disabilities, a resource section, and advice from other children. Also available on audiotape. $12.95 for the book, $14.95 for the audiotape, plus $4.50 s&h. Contact Imagination Press, 19 Union Square West, 8th Floor, New York, NY 10003, 800/825-3089.

The Battle Continues
Attacks on the Freedom to Learn 1995-96 edition, compiled by People for the American Way, analyzes various trends and gives state-by-state accounts of assaults on public education. $14.95 includes s&h. People for the American Way, 2000 M St., N.W., Suite 400, Washington, DC 20036, 202/467-4999.

History Meets Technology
Discover and visit over 1,000 history sites on the Internet as you take a ride on *The History Highway*. The editors maintain a World Wide Web site that provides continuous updates of any changes. $16.95 plus $3.50 s&h. M.E. Sharpe, 80 Business Park Dr., Armonk, NY 10504, 800/541-6563.

Bridging the Gaps
Got Me A Story To Tell by Sylvia Yee and Lisa Kokin puts together five stories that are strikingly different because of the diverse ethnic backgrounds of their storytellers. $7.95 plus $3 s&h. St. John's Educational Threshold Center, Publisher's Services, P.O. Box 2510, Novato, CA 94948, 415/892-4112.

"ring" "ring" "ring"

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**Offer valid at time of printing and is subject to change without notice. Credit subject to approval. The NEA is not offering or originating any loans in connection with this program. The NEA does not take or process applications, or approve or deny loans. This Program is administered by Norwest Mortgage, Inc. which processes, originates, and services loans. Norwest Mortgage, Inc. originates loans from its principal office in Arizona under License No. BK 7551, originates loans in California under a license issued by the Department of Real Estate, originates loans in Massachusetts under License No. ML 0274, is a licensed Mortgage Banker - NYS Banking Department and is a Georgia, Illinois, and Rhode Island Residential Mortgage Licensee. Information is accurate as of the date of printing and is subject to change without notice. The special benefits of the NEA Home Financing Program are available by calling the toll-free number listed above, and cannot be combined with any other offer. Equal Housing Opportunity Lender.

HFNT0397

"The best things and best people rise out of their separateness."

Robert Frost, American poet

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Heads Up

The National Theater for Children will tour the country performing plays on topics including conflict resolution, geography, and science. For information, call 800/298-9380.

donated to any K-12 school nationwide for educational technology.

If you want to enroll your school in the A+America program, call 800/256-9469.

Awards

Disney Winners

Eight NEA members were among the 12 subject category winners at Disney's American Teacher Awards. Florida early childhood educator teacher Phoebe Irby was chosen the overall winner at the ceremonies held in Los Angeles in December.

The winners are:

- English: Richard Wormeli, Herndon Middle School, Herndon, Virginia.
- Foreign Language/ESL: David Williams, Dumbarton Middle School, Baltimore, Maryland.
- General Elementary: Sharon Locey, Riverside Elementary School, Milwaukie, Oregon.
- Performing Arts: E. Frank Bluestein, Germantown High School, Germantown, Tennessee.
- Physical Education: Ruby Zell Sutton, Emsley Armfield Laney High School, Wilmington, North Carolina.
- Science: Maryanna Quon Warner, Del Dios Middle School, Escondido, California.
- Vocational/Technical Education: Jane Mack Edwards, Lincoln Southeast High School, Lincoln, Nebraska.

Biology Teachers

The National Association of Biology Teachers has a number of awards open to teachers. The awards include: a middle school biology teaching award, outstanding biology teacher (grades 7-12), outstanding new biology teacher, a molecular biology teaching award, and an award for excellence in encouraging equity.

Deadline for these awards is March 15. For more information, contact Sherry Grimm, Awards Manager, NABT, 11250 Roger Bacon Dr., #19, Reston, VA 20190. Send E-mail to NABTer@aol.com.

Journalism

Merle Dieleman, a teacher at Pleasant Valley Community High School in Iowa, is the winner of the The Dow Jones Newspaper Fund 1996 National High School Journalism Teacher of the Year Award.

Academic Freedom

The 1996 Defense of Academic Freedom Award, co-sponsored by Social Issues Resources Series, Inc. and the National Council for the Social Studies, goes to Ralph Adams, a social studies teacher at Felicity-Franklin High School in Ohio.

Social Studies Winners

The following four teachers are winners of The National Council for the Social Studies 1996 Teacher of the Year Award:

- Shirley Stein, Sullivan School, Ulysses, Kansas.
- Susan Hightshoe, Linn-Mar Intermediate School, Marion, Iowa.
- David Seiter, Northridge High School, Layton, Utah.
- Linda Karen Miller, Fairfax High School, Fairfax, Virginia.

Vocational Education

Dianne Mondry of Grand Forks, North Dakota, is the 1996 Outstanding Vocational Special Needs Teacher of the Year, an award given by the National Association of Vocational Education Special Needs Personnel.

Fellowships

Special Ed Training

The Emblem Club Scholarship Foundation offers financial support to educators who want training to teach special needs students, particularly the deaf and hard of hearing.

Scholarships and grants will be awarded to educators with at least a bachelor's degree. Deadline: open.

For details, contact the Emblem Club Scholarship Foundation, P.O. Box 712, San Luis Rey, CA 92068.

Spanish

The University of Minnesota and the José Ortega y Gasset Foundation are offering fellowships to Spanish language educators interested in an intensive summer study program July 9-29 in Spain. The program offers 75 $1,300 fellowships to elementary and secondary school teachers. Deadline: March 20 for priority, May 20 for space available.

For information, contact Summer Program for Teachers of Spanish, University of Minnesota, Global Campus, 106-GA Nicholson Hall, 216 Pillsbury Dr., S.E., Minneapolis, MN 55455-0138, 612/625-3379. Send E-mail to globalc@tc.umn.edu.

Journalism Teachers

The Dow Jones Newspaper Fund provides graduate-study fellowships for high school journalism teachers. Most fellowships cover tuition, room and board, and travel expenses. Deadline: open. For details, contact Linda Waller, 609/520-5929. Send E-mail to newsfund@wsj.dowjones.com. Or visit www.dowjones.com/newsfund.

Meteorology

The American Meteorological Society holds its Maury Project, a summer workshop in oceanography for K-12 teachers, July 14-25 at the U.S. Naval Academy in Annapolis, Maryland.

Participants receive a stipend plus housing, food, and travel funds, and can choose to earn three semester hours of graduate credit. Application deadline: April 4. For information, contact Ira W. Geer, The Maury Project, AMS, 1200 New York Ave., N.W., Suite 410, Washington, DC 20005.

Project Atmosphere

The American Meteorological Society and the National Oceanic and Atmospheric Administration (NOAA) are sponsoring Project Atmosphere, a summer workshop for teachers and supervisors at the National Weather Service Training Center in Kansas City, Missouri, July 21-August 1.

Teachers can learn about weather sensing, weather forecasting, and more. Participants receive a stipend, plus housing, food, and travel funds. Deadline: April 11.

Contact Ira W. Geer, AMS/NOAA Workshop for Precollege Teachers, AMS, 1200 New York Ave., N.W., Suite 410, Washington, DC 20005.

Teaching in Japan

The Fulbright Memorial Fund Teacher Program will send 500 American teachers to Japan to meet with teachers and students, visit a teacher's college, participate in homestays, and learn first-hand about Japanese people, education, and culture. Japanese language ability is not required. Deadline: March 10. Applications are available by calling 888/JAPAN-FMF.

E-mail Challenge

Interested in winning an E-mail site license for an entire school district and technical support for a year? Enter the Eudora Email Challenge.

K-12 teachers and administrators can enter by writing an essay (maximum 500 words) describing how they would use E-mail to enhance their curriculum. Deadline: March 15.

To enter, just send an E-mail message to contest@eudora.com or mail requests to Eudora Email Challenge, 2323 S. Bascom, Campbell, CA 95008.

Member Exchange

British Literature

I'm looking for an electronic way to contact teachers in England. I'd like to find out what they're teaching in British literature classes.

Dennis Kraynak
Rocky River, Ohio
yorick@worldnet.att.net

High School Science

I'm a high school biology, chemistry, and physics teacher looking for interesting Web sites or software that teachers can recommend as top-quality teaching tools.

Greg Foster
Corvallis, Oregon
gfoster@lane.k12. or.us

Astronomy

I'd like to buy 20 telescopes for my ninth grade astronomy students. I'm looking for any possible sources of funding for high school science, earth science, or astronomy.

Jack Troeger
Ames, Iowa
troegerj@iastate.edu

In Search Of . . .

If you'd like to post a "Member Exchange" item, please send your 2-3 sentence request to Member Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036. Or send E-mail to anitameri@aol.com.

NEA Elections Report

The Campaign Revenue and Expenses of 1996 Candidates for NEA Office

NEA Standing Rule 10.E provides as follows:
Campaign Expenses. No portion of dues money collected at the local, regional, state, or national level shall be used to promote the candidacy of any individual for an NEA office.

Using forms provided by the Committee on Constitution, Bylaws, and Rules, each candidate shall file a preliminary report of campaign revenues and expenses, including projected revenues and expenses, with the committe prior to the opening of nominations at the Representative Assembly. A final report, on the forms provided by the committee, must be filed with the committee no later than thirty (30) days following certification of the election results. The committee shall report to the Representative Assembly, prior to any nominations or elections, whether any candidate has in any manner violated the election rules and regulations. The final report of campaign revenues and expenditures shall be printed in an appropriate NEA publication for inspection by any member.

The following reports were filed in a timely manner and are printed pursuant to Rule 10.E. Candidates are listed below by office and by alphabetical order within each office.

Candidates for President

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$20,964.85
Individuals within the state	$ 7,752.00	Mailing	7,144.73
Groups within the state	28,259.00	Other media materials	18,629.57
Groups outside the state	9,291.00	Hospitality and entertainment	11,419.43
Individuals outside the state	19,121.00	Campaign committee expenses	14,669.60
Income from raffle, lottery, or similar fund-raising activity	17,103.00	Giveaways	6,760.88
Donations in kind	10,604.00	Raffle, lottery, or similar fund-raising activity	1,810.59
Total	$92,130.00	Total	$81,399.65

Signed: **Robert Chase**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$27,252.95
Individuals within the state	$ 1,775.00	Mailing	4,282.40
Groups within the state	37.00	Other media materials	10,391.11
Groups outside the state	0	Hospitality and entertainment	3,673.10
Individuals outside the state	9,796.00	Campaign committee expenses	9,796.91
Income from raffle, lottery, or similar fund-raising activity	46,923.65	Giveaways	12,809.96
Donations in kind	284.63	Raffle, lottery, or similar fund-raising activity	7,010.25
Held over from previous campaign	10,676.65		
Total	$69,583.93	Total	$75,216.68

Signed: **Marilyn Monahan**

Candidates for Vice-President

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$ 4,798.37
Individuals within the state	$14,901.94	Mailing	2,813.91
Groups within the state	5,754.38	Other media materials	3,514.46
Groups outside the state	1,093.00	Hospitality and entertainment	9,207.44
Individuals outside the state	4,769.00	Campaign committee expenses	1,663.22
Income from raffle, lottery, or similar fund-raising activity	24,192.60	Giveaways	14,612.80
Donations in kind	1,338.58	Raffle, lottery, or similar fund-raising activity	14,044.82
Total	$52,049.50	Total	$50,655.02

Signed: **Reg Weaver**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$ 5,888.13
Individuals within the state	$ 7,247.29	Mailing	597.75
Groups within the state	0	Other media materials	5,541.61
Groups outside the state	0	Hospitality and entertainment	526.41
Individuals outside the state	4,685.35	Campaign committee expenses	3,820.03
Income from raffle, lottery, or similar fund-raising activity	3,373.67	Giveaways	2,385.00
Donations in kind	457.00	Raffle, lottery, or similar fund-raising activity	1,175.00
Total	$15,765.31	Total	$19,933.93

Signed: **Susie C. Jablinske**

Candidates for Executive Committee

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$ 5,052.43
Individuals within the state	$ 9,903.39	Mailing	1,849.20
Groups within the state	2,972.10	Other media materials	5,878.23
Groups outside the state	0	Hospitality and entertainment	1,018.28
Individuals outside the state	1,670.00	Campaign committee expenses (Includes cand. travel of $3,314.57)	6,141.38
Income from raffle, lottery, or similar fund-raising activity	4,772.24	Giveaways	874.08
Donations in kind (includes frequent flyer tickets	4,738.00	Raffle, lottery, or similar fund-raising activity	1,147.65
Total	$25,179.01	Total	$21,961.25

Signed: **Lily Eskelsen**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$ 3,700.00
Individuals within the state	$ 13,022.00	Mailing	1,497.99
Groups within the state	200.00	Other media materials	2,000.00
Groups outside the state	0	Hospitality and entertainment	500.00
Individuals outside the state	2,473.00	Campaign committee expenses	9,687.86
Income from raffle, lottery, or similar fund-raising activity	3,247.00	Giveaways	3,969.33
Donations in kind	5,000.00	Raffle, lottery, or similar fund-raising activity	2,686.00
Total	$23,942.00	Total	$24,041.18

Signed: **Eddie Davis, III**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$ 813.07
Individuals within the state	$ 7,585.25	Mailing	253.85
Groups within the state	0	Other media materials	1,599.49
Groups outside the state	0	Hospitality and entertainment	678.50
Individuals outside the state	650.00	Campaign committee expenses for gas	5,428.33
Income from raffle, lottery, or similar fund-raising activity	1,197.00	Giveaways	26.25
Donations in kind	1,693.15	Raffle, lottery, or similar fund-raising activity	1,041.84
Total	$11,125.40	Total	$9,841.33

Signed: **Dan Sakota**

Candidates for NEA Director, ESP At-Large

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$1,027.86
Individuals within the state	$ 400.00	Mailing	225.95
Groups within the state	441.81	Other media materials	156.38
Groups outside the state	0	Hospitality and entertainment	0
Individuals outside the state	0	Campaign committee expenses	448.03
Income from raffle, lottery, or similar fund-raising activity	295.00	Giveaways	28.74
Donations in kind	830.75	Raffle, lottery, or similar fund-raising activity	80.60
Total	$1,967.56	Total	$1,967.56

Signed: **Bill Harrison**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$447.41
Individuals within the state	$256.25	Mailing	135.00
Groups within the state	0	Other media materials	0
Groups outside the state	0	Hospitality and entertainment	0
Individuals outside the state	0	Campaign committee expenses	0
Income from raffle, lottery, or similar fund-raising activity	322.00	Giveaways	0
Donations in kind	50.00	Raffle, lottery, or similar fund-raising activity	179.00
Total	$628.25	Total	$761.41

Signed: **Inez Crawley**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$350.00
Individuals within the state	$300.00	Mailing	125.00
Groups within the state	125.00	Other media materials	100.00
Groups outside the state	0	Hospitality and entertainment	25.00
Individuals outside the state	0	Campaign committee expenses	275.00
Income from raffle, lottery, or similar fund-raising activity	200.00	Giveaways	26.00
Donations in kind	225.00	Raffle, lottery, or similar fund-raising activity	25.00
Total	$850.00	Total	$926.00

Signed: **Helen Cottongim**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$291.00
Individuals within the state	$406.25	Mailing	0
Groups within the state	0	Other media materials	0
Groups outside the state	0	Hospitality and entertainment	0
Individuals outside the state	0	Campaign committee expenses	115.25
Income from raffle, lottery, or similar fund-raising activity	0	Giveaways	0
Donations in kind	0	Raffle, lottery, or similar fund-raising activity	0
Total	$406.25	Total	$406.25

Signed: **Michael Graves**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$533.20
Individuals within the state	$790.79	Mailing	69.76
Groups within the state	0	Other media materials	37.10
Groups outside the state	0	Hospitality and entertainment	0
Individuals outside the state	0	Campaign committee expenses	215.65
Income from raffle, lottery, or similar fund-raising activity	0	Giveaways	0
Donations in kind	10.00	Raffle, lottery, or similar fund-raising activity	0
Total	$800.79	Total	$855.71

Signed: **Cheryl Ann Robinson**

Candidates for NEA Director, ESP At-Large (One-Year Term)

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$370.95
Individuals within the state	$600.00	Mailing	0
Groups within the state	0	Other media materials	24.84
Groups outside the state	0	Hospitality and entertainment	47.56
Individuals outside the state	0	Campaign committee expenses	381.84
Income from raffle, lottery, or similar fund-raising activity	275.00	Giveaways	0
Donations in kind	100.00	Raffle, lottery, or similar fund-raising activity	3.57
Total	$975.00	Total	$828.76

Signed: **Yvonne A. Henning**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$263.41
Individuals within the state	$ 0	Mailing	0
Groups within the state	20.00	Other media materials	0
Groups outside the state	0	Hospitality and entertainment	0
Individuals outside the state	263.41	Campaign committee expenses for gas	20.00
Income from raffle, lottery, or similar fund-raising activity	0	Giveaways	0
Donations in kind	0	Raffle, lottery, or similar fund-raising activity	0
Total	$283.41	Total	$283.41

Signed: **Jimmie Myers**

In the Light Lane

'I Didn't Know You Worked'

Each spring, my second grade class plans a field trip to a museum and art gallery. While discussing our plans, I told the class about the souvenir shop at the museum, saying that they could bring souvenir money to buy something.

One little boy replied, "We don't have any of that souvenir money at our house. Can I bring real money instead?"

Carla Plager
Table Rock, Nebraska

As I introduced Munro Leaf's classic book *The Story of Ferdinand* to my first and second grade class, I told the students how I'd loved this book as a child and how happy it made me to be able to share it with them.

I read the story out loud and displayed the book's pen-and-ink drawings. When we were through, I waited for the class's reaction.

"Well," said one little boy judiciously, "that was before they had color!"

Julie Drew
Evanston, Illinois

Several years ago, one of my freshman girls decided to call up a tenth grade boy just to talk. When the young man's mother answered, the young lady asked to speak to Bob.

"Junior or senior?" asked the boy's mother.

"Uh," stammered the young lady, "I think he's a sophomore."

Dennis Flynn
Norristown, Pennsylvania

When I tried to contact a seventh grader's parents by phone a while back, I found only a younger sibling at home.

"Can you take a message?" I asked.

"No," he replied. "We don't have an answering machine."

Claudia Woolverton
Talihina, Oklahoma

February 1960 had been an exciting and challenging first month of teaching for me, fresh out of college at the age of 21. Keeping a fifth/sixth grade split class running proved to be dizzying but rewarding work.

Our very old-fashioned principal had the quaint tradition of delivering our paychecks to us in the classroom. The students and I were immersed in various projects when she arrived with my first payment, so she quietly placed the envelope in my hand and left.

One alert student noticed this and asked, "What was that?"

"My paycheck," I replied.

"Oh," said the student, "I didn't know you worked!"

Kathleen Juntunen
Bloomfield Hills, Michigan

My class of first graders had enjoyed many Curious George books. We all envied the Man with the Big Yellow Hat—wouldn't it be fun to have a pet like George!

Somehow we'd never read the first book, where the Man meets George. Finally, one day a little girl brought that book in for me to read.

I had just reached the part where the Man tricks George with his hat when one of my boys, with a look of pure horror on his face, yelled out, "The Man with the Big Yellow Hat is a poacher!"

At least he set the stage for conversations on animal rights and how times have changed since George's birth.

Catherine Buotte
Bath, Maine

During the late '60s, news programs showed a religious group on TV that believed the world was coming to an end.

I taught first graders in a Hispanic community at the time, and one of my students was late frequently. To shield him from repeated rebuke by the school secretary, I sent another student to the office to report that the first child was not absent.

The clerical staff had quite a time calming a child who was upset by the news. My note had read, "Jesus is here."

Helen Jones
Scottsdale, Arizona

Due to my father's illness, I missed the first week of school with my third graders.

In January, we were reading *The Titanic*, and I told the class that my great-uncle had died on that ship.

One little boy looked up at me and said, "Boy, you're having a bad year. First your dad gets sick, and now your great-uncle dies on the *Titanic*!"

Suzanne Howe
Dodgeville, Wisconsin

A girl in my second grade class was doing a project on "nouns in a house." I explained how my own daughter was doing the same project in her ninth grade German class.

A boy said, "Oh, that would be easy!" Whereupon the girl turned to him and replied, "Don't you realize that the teacher's daughter is not only naming things in English, but she's calling them names in German?"

Judith Healy
Jackson, New Jersey

"If I were you, I'd wait until after my mom's had her coffee."

Baby Boomers

One of the goals in speech/language therapy is to develop relationships between words to facilitate word-finding skills and vocabulary growth.

One day, my three students in therapy were given picture cards and asked to produce two one-word clues so that others could guess what was in the picture.

Jason eyed his picture and then gave his clues: "baby" and "push." Without a moment's hesitation, one student yelled out, "Pregnant woman!"

After Jason and I finally stopped laughing, we showed the bewildered student the picture of a baby buggy.

Wayne Foster
Burlington, North Carolina

At show-and-tell time, one of my third graders announced that his mother had given birth to a baby girl, and she weighed "seven pounds, four pints."

Joan Mary Macey
Binghamton, New York

In our school, quite a few students speak English as a second language. In compiling my yearly report, I have to survey the new students.

I strive to phrase the questions in a way that won't confuse them. So I asked one kindergartner, "When you first started talking, what language did you use?"

She looked at me with a serious gaze and said, "Baby talk."

Barbara Moody-Hamilton
Memphis, Tennessee

Got Laughs?

Have a funny school story, anecdote, or vignette you'd like to share? You can send contributions to "In the Light Lane," *NEA Today*, 1201 16th St. N.W., Washington, DC 20036.
Fax: 202/822-7206
E-mail: NEAToday@aol.com

Or post your story in the "Recess" area of NEA's Web site (http://www.nea.org) or in the "Humor" topic on the NEA Teaching & Learning Message Board (keyword: NEA Teaching) on America Online.

People

Photos by Ellen Banner

A Size to **Fit All**

Through the loud din of excited chatter about the approaching Christmas holidays came a little voice saying, "Santa's not coming to my house this year because my mom has to pay the rent."

Fifteen years ago, **Diane Formoso**, a special education driver in Clover Park, Washington, heard that little voice and the voices of many other children from desperate circumstances. It inspired her to found Caring for Kids.

Formoso's organization, now funded by the United Way, donates clothes, supplies, food, and toys to families struggling to afford the basic necessities of life.

"I started doing this because many of the kids who rode my bus were in need," says Formoso, a foster mother who's raised two autistic children and two children with Down's syndrome.

"Some of these kids have terrible lives. Some would come to school with their parent's shoes on their feet," she adds. "The only positive time for them is on the bus and in school."

Caring for Kids has evolved into a year-round program. It sponsors clothing drives every week and donates prizes and food during the school district's Family Connection dinners, an event where parents are invited to eat dinner with their children at school.

Every day, Formoso transports students who are hearing-impaired, behaviorally challenged, or in a wheelchair. She mulls over plans for Caring for Kids while driving her bus and during small breaks in the day. And she has no complaints.

"When one of my kids gets on the bus and has decent clothes, it's wonderful," says Formoso.

"Nothing's worse than a cold kid or a kid who has crummy clothes."

Early Morning **Lessons**

Marlyn "Huz" Jensen's Saturday morning routine didn't vary much for 23 years. He got up at around 5, and by 7 he was driving a county van from his home in Kalispell, Montana to a rendezvous point where he picked up eight or nine juvenile offenders for a day of community service.

Until he retired recently, Jensen supervised the kids for the Flathead County Youth Court Services. A day's assignment could include picking up litter along the highway, shoveling snow for senior citizens, or removing graffiti from school walls.

"For the most part, these weren't bad kids," says Jensen, a retired high school history and biology teacher. "Maybe they did some shoplifting or were caught in a beer bust. I tried to be fair, but also firm. I wanted them to know that work hours—or prison—aren't enjoyable things. And I wanted them to learn that they're personally responsible for their own actions."

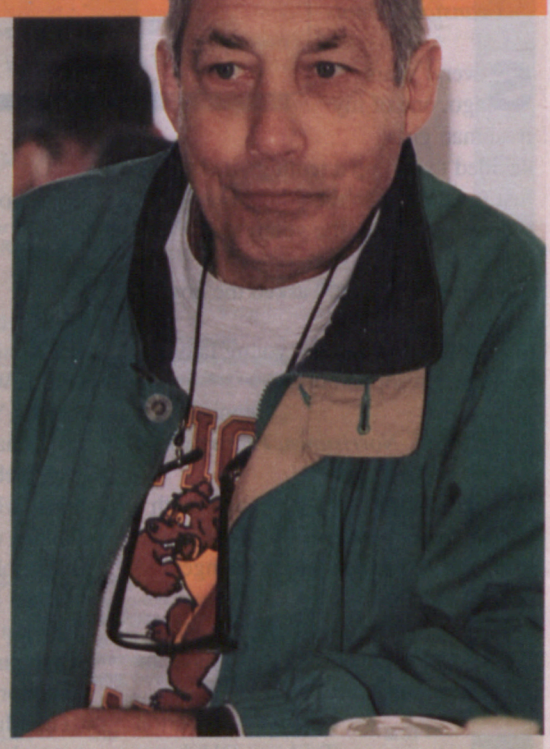
But Jensen also let the kids know that someone cares. When they reported for service without having eaten or without hats or gloves in cold weather, Jensen provided food or the appropriate clothing, bought with money collected from selling scrap metal.

About 85 percent of his kids never made a return visit. Some 10 percent came back a second time. And 5 percent went on to become hard-core criminals. Those numbers didn't changed over the past two decades. But in the end, Jensen saw more girls and kids under 10 than ever before.

Most of the youthful offenders were embarrassed to be seen on work detail, especially in the bright orange and black vests that they're required to wear for safety reasons.

But that was just fine with Jensen.

"Better they should be embarrassed now than have to go to the crowbar hotel later," he says.



Karen Nichols

David Zalubowski

Prominent 'Spokes'man

In Boulder, Colorado, dozens of bicycles dot the sidewalks. They're bright green. And they don't have locks.

These bicycles are at the forefront of teacher **David Pence**'s "Spokes for Folks" program. His students contribute to their community by restoring old bikes and leaving them out for residents to ride.

"Boulder is one of the premier cycling centers," explains Pence, a woodwork, photography, and entrepreneurship teacher at New Vista High School. "Lots of people ride bikes to and from work and school. It really reflects our community."

Pence and his crew fix up the bikes, and a local body shop volunteers to paint them. To date, some 170 bikes have been introduced as public transportation.

Pence and teacher Paul Williams also have established the student-run New Vista Bike Repair Shop.

The two programs were born out of Pence's "South of the Border" class. He initially developed a project teaching his students to interact with other cultures through bike repair—a program funded in part by a William Carr grant from NEA's National Foundation for the Improvement of Education.

Pence and his students traveled to an orphanage in the Mexican village of Colón. There they diligently repaired bikes, providing a much-needed mode of transportation.

Upon their return home, Spokes for Folks was created. "These are teenagers who've taken a step forward to make a difference," Pence reflects. "They've really made the program successful."

Only a couple of dozen bikes have been "lost" so far. Some residents have complained that homeless people have used the bikes to cart their possessions. Yet Pence sees no problems.

"Our bikes are ridden by everyone," he says. "And everyone writes letters thanking us."

Higher and Higher

Helen Carithers is old-school. Her soft laugh belies a no-nonsense approach that sends 100 percent of her students to four-year colleges.

Johnny Crawford

Tough-love attitude in hand, Carithers runs a tight ship as director of the Academy of Math and Science at Benjamin Mays High School in Atlanta, Georgia. "Sometimes my students outperform my expectations," she notes proudly—but that's no mean feat.

"I always show students they can do better by continuously raising the bar," Carithers says straightforwardly. "Never expect mediocrity."

What's demanded is far more. Parents of the students in Carithers's program must commit to seeing that at least three hours of homework is completed each night. Physics class starts in ninth grade. And an enviably high standard is set.

"We've opened doors," Carithers states of her predominantly African American students. "We enter academic competitions that have usually been composed of majority white students."

And they win. Her students consistently excel in national competitions—including placing annually on *USA Today*'s All-USA Academic Teams. Many go on to attend prestigious colleges and universities.

Yet her charges show dauntingly normal tendencies. "They love this word, 'boring,'" says Carithers. "Everything has to play a role in their lives. So class at times is more like a theatrical production."

"I feel that all students can learn," she says, "but it's important to have an enthusiastic and positive instructor who believes in them."

And perhaps reflecting the optimism that underlies her success, Carithers adds, "The end result should never be failure."

A Matter of Physics

Ohio teacher **Gene Ewald** is one of only a handful of certified "mentors" recognized by the American Association of Physics Teachers

So what worldview does a mentor impart to his students?

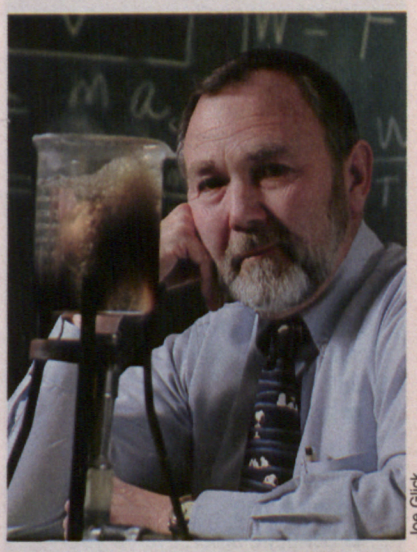
"Science isn't about people going into the mountain, having an inspiration, and writing it up," rumbles the Cuyahoga Falls High School teacher.

"My students work in groups on different areas of a research problem," he says. "They pool resources, share what they've found. Apply some mathematical principles, take it to the real world, and see how it works. That's how science really functions."

But for his colleagues, Ewald has another lesson.

"I'd like other physics teachers to realize they're not an island," says Ewald, "and learn from those who have walked in their shoes." As a mentor, he encourages networking, especially through the physics association.

And being a mentor means that



Joe Glick

Ewald gets to teach even more. He conducts workshops throughout Ohio on updated computer technology and involves others in curriculum writing groups.

Not bad work for a person who relishes finally being "the person people call instead of the one who's calling."

Money

Decisions, Decisions

Fixed on Home Grown Values

The real estate boom is over, but that doesn't make buying property a bust.

Thor Swift

California teacher Virginia Estrala recently sold a piece of property she invested in 20 years ago. With the proceeds, she purchased a home for her daughter, Giovani.

A decade ago, buying a house was a no-brainer. Home ownership represented the American dream as the best investment most of us would ever make. Then came the real estate crash of the late 1980s and the waves of layoffs that rippled across the country.

As a result, many Americans came to see their home as an albatross. Because of it, they couldn't relocate, trade up, or even refinance because there wasn't enough equity in the house.

So, for many people, real estate has fallen out of favor.

Yet others have profited from the realization that though the boom is over, real estate remains a true source of value. Count among them fifth grade teacher Virginia Estrala.

Estrala came to California from the Philippines in 1977. She and her husband spent considerable time researching the Fresno area and considering what part of the city would be the best investment given their own personal circumstances.

Then they scraped their money together and purchased a house in Delano and an additional two-acre tract of property, the latter for $12,500.

Their plan from the start was that the property would be a nest egg for their daughter, Giovani. "We wanted to give her a good education and a good future," says Estrala, who teaches at the middle school in Earlimart, about 50 miles south of Fresno.

When her husband died in 1994, Estrala at least had a financial plan to put in motion.

Her house and cars were paid off. So she used the cash from her husband's life insurance policy to make a gift to the church in the Philippines where her father had been a minister and to her own church in California. Then she sold the two-acre lot for $55,000.

With the proceeds, she purchased a house for her daughter in Fresno, where Giovani is a nursing student at the local university.

Estrala shopped carefully for a mortgage for her daughter's home. At first, the best deal she could get was 9.5 percent—until she spotted an article and application in *NEA Today* for an NEA Member Benefits program. She filled it out and got a 7.25 percent mortgage.

"It's only the two of us now," Estrala says. "What better use could I have for my money than helping her get started?"

Everyone weighing a home purchase should go through the same steps Estrala did.

Experts say that real estate in most parts of the country will not appreciate in the future as it did in the 1980s, when the baby boomers were getting established and buying their first homes. So a home shouldn't be purchased purely as an investment.

Instead, a home should represent both an investment in real estate and a source of personal satisfaction. So shop for a home that has features that you want. But also think about features that potential buyers will value.

What's the one feature most homebuyers look for? According to *Remodeling Magazine*, which does an annual survey to determine what renovations cost and whether they pay off, the answer is: a nice kitchen.

—Mary Rowland

Go Figure

Buying a home can be an emotional experience. But it's important to keep a cool head and think about the long-term value of the home you buy.

To maintain some objectivity during your search, carry a notepad to record your first impression of each house you see, as well as its strengths and weaknesses.

Some things to consider:

- Appearance as you approach. Is it pleasing? Is it accessible? Are the streets congested? Intimidating? Children? Pets?
- Yard and landscaping. Is the landscaping attractive? Will it require a great deal of maintenance? Will it accommodate the outdoor activities you enjoy?
- Kitchen. Large enough? Bright? Storage space? Are the appliances in good condition?
- Living room. Is there space for the entertaining and family events you plan? How will you furnish it?
- Family room or den. If there is no separate den, will you need to add one? Can you add one in the basement?
- Dining room. Think about your family's habits. Is a formal dining room a necessity? Will you make use of it?
- Bedrooms. Look at the flow of the bedrooms. Does it work for you?
- Bathrooms. Are the bathrooms in good repair? Will they require major renovations?
- If you have special requirements like a sewing room, a darkroom, or a library, is there a spot that can be designated to accommodate your needs?

Don't forget to look at the house with an eye to repairs. Some potential trouble spots:

- Basement. Are there signs of recent water damage? Is it dry? Solid?
- Roof and gutters.

Find out, too, about the neighborhood, including:

- School district. Even if you don't have children, the school district can affect the resale value.
- Proximity to work.
- Proximity to shopping.
- Proximity to locations important to your lifestyle—churches, parks, hiking, bike paths.

Resources

- Whether you're getting ready to buy a home, refinancing the home you already own, or looking for a home equity loan, the NEA Home Financing Program offers an ideal combination of competitive rates, substantial savings, and superior service.

The program also features a free mortgage counseling service. To speak to an experienced mortgage counselor, call the NEA Mortgage QuickLine at 800/NEA-4-YOU (800/632-4968), ext. 107. Counselors are available 8 a.m. to midnight, ET, Monday through Friday.

Ready for Retirement?

Right Place at the Right Time

Choosing where to live may be the most important retirement decision you make.

Name: Barbara Holloway

Age: 58

Job:
Intensive accounting and computing teacher at Bedford High School in Bedford, Ohio.

Home & Family:
Resides in Orange Village, Ohio, with her daughter and one-year-old granddaughter

Years Until Retirement: 5 to 7

Current Challenge:
"Deciding where to live when I retire. My children and grandchildren are here in Ohio, but my birth family lives in the South. Ideally, I'd like to live in a warmer climate—it's definitely better for your health as you get older."

Options:
A linchpin of retirement planning is picking the right spot to settle in.

Many factors should play a part when weighing whether to move:

- Will friends and family you want to stay close to be there in a few years, or are they likely to move?
- Are property values in your area stable and rising, or are they falling?
- Will the house be too large? Will you be able to maintain it?
- Is the location right for you? Do you like the climate? Are you close to entertainment and shopping?

Joe Glick

Living where it's warm or watching her granddaughter grow up—those are the factors Barbara Holloway weighs as she ponders where to live when she retires.

- Have you paid off your mortgage? Are property taxes affordable?

If you're happy in your current home, it's affordable, and you can see yourself comfortable there in the future, staying put may be the best move.

If you decide to relocate, there's a whole new list of considerations in determining potential retirement spots:

- Climate
- Geography (small town, large city, near the ocean or mountains)
- People (retirees vs. newcomers)
- Recreational/cultural facilities
- Costs (for housing, food, energy)
- Health care (good hospitals, easy access to health services)
- Taxes (income, sales, property, estate, and inheritance)

Read up to get some idea of your options (see "Homework," below). Write to local chambers of commerce for information packets.

Once you've selected a few potential spots, visit them at least twice, once during the off-season so you can see an area at its worst (Florida in the summer, the mountains in winter).

The top U.S. retirement spots, says retirement travel expert David Savageau, are: Fort Myers, Pensacola, Orlando, Clearwater, and Hialeah in Florida; San Antonio, Texas; St. George, Utah; Brownsville, Texas; Phoenix, Arizona; and St. Tammany Parish, Louisiana.

Homework:
Retirement Places Rated by Richard Boyer and David Savageau compares housing, taxes, health care, and other costs. *Retirement Edens Outside the Sunbelt*, *Sunbelt Retirement*, and *Travel and Retirement Edens Abroad*, all by Peter Dickinson, offer recommendations on retirement locations.

Educated Investor

Q. My son is listed on my car insurance policy as a household member but recently moved to another city. I'd save several hundred dollars by removing him from my policy. Can I do that even if he uses the cars of friends in his new city?

A. If your son moved away and is no longer a resident of your household, he wouldn't be covered under your liability policy even if you continued to pay the premium.

Let's say he's not a resident of your household but returns occasionally to visit. And then on one of those visits he has an accident while driving your car. He would be covered under what is called a "permissive user" provision.

His friends' auto policies should have similar provisions in his new city.

Have a financial question that you've been pondering? See it in print—and get the answers! Send questions to Educated Investor, NEA Today, 1201 16th St., N.W., Washington, DC 20036. Fax 202/822-7206. E-mail NEAToday@aol.com.

Financial Finds

Planning Time
If you've been meaning to get started on financial planning but keep putting it off, one American Express Web site (www.americanexpress.com/financial/index.html) may provide the support you need, including tips on figuring net worth, cash flow, and college and retirement planning.

Protect Your Pension
That's the name of a consumer reference guide available from the Department of Labor. Designed to help workers monitor their retirement plans, *Protect Your Pension* lists basic rules for healthy pension plans and offers information on how workers can report any suspected violations of ERISA, the law that sets standards for pension plans. To order a free copy, call 202/219-9247.

Make It Less Taxing
For those preparing their own tax returns, the IRS offers a free general instruction book that's long (300 pages) but easy to understand. "Your Federal Income Tax" (publication 17) also includes a list of other IRS publications. Call 800-TAX-FORM to order. More specialized advice is available for those itemizing their deductions—and willing to shell out a couple of bucks. Some of the best are *J.K. Lasser's Your Income Tax*, *The Money Income Tax Handbook*, and *Consumer Reports Guide to Income Tax*.

Lease Valuable Player
The Automotive Lease Guide's Residual Percentage Guide gives you the residual value (the probable value at the end of the lease) of any car you're considering leasing. With this info in hand, you'll know whether the dealer is giving you a fair value. $12.50. To order, call 800/418-8450.

A Handle on Finances
Microsoft Money '97, a personal finance computer program, helps people get a handle on bill paying, budgeting, and other financial management tasks. The program allows you to set up multiple online bank accounts and pay bills electronically—and converts data if you're a Quicken user. $34.95. Call 800/426-9400 or visit the Web at (www.microsoft.com/moneyzone).

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- **CANTEEN**—Food Service
- **EDUCATION ALTERNATIVES, INC. (EAI)**—School management
- **THE EDISON PROJECT**—School management
- **PEPSI CO**—Food service under the names KFC/Kentucky Fried Chicken, Taco Bell, Frito-Lay, and Pizza Hut
- **JOHNSON CONTROLS, INC.**—Maintenance and custodial services
- **KELLY SERVICES**—Clerical services
- **KMPG PEAT MARWICK**—Accounting, tax work, consulting
- **LAIDLAW, INC.**—Transportation
- **MARRIOTT MANAGEMENT SERVICES**—Custodial and maintenance services, food service under the names Host Marriott, Pasta Pronto, and Wild Pizza
- **RYDER SYSTEM, INC.**—Transportation
- **SCOTT'S HOSPITALITY INC.**—Transportation and food service
- **SERVICE MASTER**—Custodial and maintenance services under the names ServiceMaster, American Home Shield, Brinks Home Security, ChemLawn, Merry Maids, Terminis, and TruGreen

For information on other "privateers,"
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or by E-mail at DMitchell@nea.org

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My Turn

Harnessing the Power of Words

A teacher recalls her rookie year—when she learned that kids' words can change worlds.

By Rachel Slaughter

John Whitehead

English teacher Rachel Slaughter most recently taught students at Reading High School in Pennsylvania.

In 1986, my first teaching experience took me to a small Catholic school in a poor section of North Philadelphia.

There, poverty surrounded people like a heavy smog.

Tragedy, sickness, illiteracy, and bad luck were as prevalent and tangible to my students as the empty beer cans that cluttered their streets.

Accustomed to their dismal environment, my students nonchalantly kicked away bad days and beer cans. They brushed off daily injustices.

Tyrone was different.

Like the others, it was obvious he was from a home laced with poverty. He often came to school wearing the same clothes every day of the week.

But, unlike the others, his destitute life filled him with hate. In his mind, he was destined to spend eternity in an employment line like his father, and he didn't like it.

It filled him with a silent rage.

As a new English teacher full of energy and hope, I promised Tyrone that reading and writing could transport him to a different "world." It was obvious he didn't like the one he was in.

I offered him a variety of worlds through reading. He was skeptical at first, but he trusted me. I presented him with a cornucopia of literary classics. After a small taste, he politely let me know that they were dull and he wasn't interested. I was crushed.

But I didn't give up hope. I figured maybe he didn't like my literary choices because they weren't relevant to his life experiences. Anxious to instill in him my love of literature, I went back to the drawing board.

From my own personal library, I grabbed entire collections of books by James Baldwin, Claude Brown, and Paul Laurence Dunbar. Reluctantly, Tyrone read them, and raised one eyebrow.

"These books are a little better," he said. "But books ain't for me because they ain't about real times. None of this literature stuff is for me. You don't know how I live. You don't know what it's like."

Fed up, I said, "Well, why don't you tell me! If you think you face more injustices than what these men have experienced, write about them. Tell the world your feelings. Let it out."

I wasn't sure what I was doing. It was one of those teaching moments that I could never tell my principal. It was one of those moments that you never face as a student teacher.

I was determined to get this troubled teen to love reading and writing—so I jumped a bit over the edge.

After that day, Tyrone was absent for a week. When he returned, he sat silently in class as usual. After class, he lingered at his desk for a while, then he approached me.

I asked how he was doing. Erupting in a smile, he dropped a handful of tattered papers on my desk. I picked them up and read them.

I was thrilled with the effort—but shocked at the content.

Tyrone's collection of essays and poems illustrated the anguish and turmoil he had experienced in just 12 short years. His poems and essays were laced with risque images and sassy similes.

No matter. His work was as honest as a newborn and as solemn as death.

Anxious to show the world his talent, Tyrone wanted to publish his creative works.

I was nervous about presenting the literary creations to the stuffy Sisters of the Sacred Heart. I was sure they would mistake Tyrone's raw creative talents as raunchy defiance of the Catholic teachings and discourage him from writing again.

Tyrone and I decided to submit his writing to various magazines, some of which published his work.

Ten years passed. Tyrone's an adult now. He enjoys reading and makes his living as a writer.

From my work with Tyrone, I learned a lesson that's stuck with me since: Young people write words loud enough to move mountains, part seas, and change worlds.

I'm still not sure if the world is ready.

NEA member Rachel Slaughter is an English teacher, published writer, and a syndicated journalist. She's also the editor of Young Scrolls, *a magazine dedicated to publishing the works of young people. For more information about getting your students' work published, call 610/323-4378, send E-mail to tristar29@aol.com, or write Fruits for Knowledge Press, Young Scrolls, 1474 Heather Pl., Pottstown, PA 19464.*

You Said It

Bill Fischer, editor

We're working on a story for our May issue and we'd like to ask your help. Consider this your invitation.

What we hope to do with our upcoming article is highlight the summer plans of NEA members—from the grandiose to the grind-it-out and everything in between. We're looking for summer plans that you're going to carry out after school lets out this spring.

Maybe, for instance, you're part of a group of teachers in the same department who plan to meet during the summer months to chart a new curriculum or to discuss a transition to a new school schedule. Tell us about it.

Or maybe you're putting together a professional development program for your school or school district. Let us know what you have in mind.

It could be that you're taking a trip with your students to Europe, where they'll have a chance to converse in a language they've been studying all year.

Or maybe you've signed on to develop a new course for your school and you plan to spend the summer prepping for it. That's good, too.

Or you may have decided that it's really time to recharge your batteries. So you've chartered a boat this summer and have big plans for some off-the-map escape. Fine. Your plans might fit right into our story.

We're hoping to make our upcoming summer story a treasure chest of ideas and leads for NEA members. So, if any sources of information have proved useful for you in the past, let us know. We'd like to share that information with your colleagues across the country.

Here's how you can reach us:

- By E-mail to neatoday@aol.com.
- By letter, to my attention at NEA, 1201 16th St., N.W., Washington, DC 20036.
- By fax at 202/822-7206, or by phone at 202/822-7288.

And thanks for your help!

Bill Fischer

Meet

Scott Suchman

Betty Friedan

The Next Stage

When author and feminist Betty Friedan spoke at President Clinton's second inaugural, she didn't talk about equality between the sexes. The title of her lecture was "Beyond Identity Politics: A New Vision of the Common Good."

When Friedan joined the faculty at Mount Vernon College, a small liberal arts college for women in Washington, D.C., she didn't sign up to teach women's studies. Instead, she's a professor of social evolution teaching a seminar on family values.

It's the same Betty Friedan—author of The Feminine Mystique, *leader of the women's movement, lecturer, teacher, and "lioness," as one recent headline proclaimed. But, at 76, Friedan is writing and fighting for a cause other than feminism.*

After class one night, Friedan spoke with NEA Today *assistant editor Stefanie Weiss about her ideas—past and present.*

In changing focus, are you saying that the women's movement as an effective political force is finished?

No! Quite the contrary. As we hit the new millennium, the empowerment of women is a breathtaking development. In the United States, women elected the President. There was a nearly 17-point gender gap.

Women now get the majority of professional degrees in America. Women have 50 percent or more of the earning power and responsibility in our families. More Americans now work for companies owned and run by women than work for Fortune 500 companies.

The political empowerment of women is visible. The appointment of a woman as secretary of state is not just a pat on the head for women's issues.

It's incredible how deeply this empowerment has affected society and the assumptions of girls growing up—and boys.

So what's the next step?

To me, it's passe to think in terms of women alone. The next step is women and men and the evolution of family based on equality. The next step is affirming the diversity and flexibility of women's and men's roles today as they share the childrearing and the earning.

I've devoted 35 years of my life to being liberated, breaking through the feminine mystique, asserting and affirming the personhood of women, and helping fight for the empowerment of women. But that, it seems to me, is not the cutting-edge now.

I think women have become empowered, and now the next step is a restructuring of the institutions of family and work.

What will we leave behind?

We need to move beyond the paradigm of identity politics, of separate interests, separate movements—Black civil rights, Hispanic civil rights, women's rights, gay rights, disabled rights—all of that identity politics. That was the cutting edge of the evolution of democracy for the past 25 years. But not now.

What's your "new vision of the common good"?

I think we must move to a new paradigm and transcend the old polarizations. For instance, we've got to confront the problem of job downsizing.

So far, it's mainly hitting men—and not just men in blue-collar or middle management jobs. College-educated white men—the masters of the universe—have taken a nearly 20 percent drop in income in the last six or seven years. Now how are we going to confront that?

It can't be confronted in the old terms. You can't say, "Oh, get rid of the men, keep on the women." No. The main message has to be jobs for everybody.

What changes are needed in the workplace?

Women now earn about 70 cents for every dollar men make, but in their 20s and 30s, women are much closer to parity.

Women fall behind because the structures of jobs don't reflect the fact that women are now holding them equally with men. The jobs are still based on the experience of men in the past who had wives to take care of the details of their lives. Most men don't have those kind of wives now. And women certainly don't.

The next step is restructuring the work to take childrearing into account. Maybe we need a national campaign for a 30-hour work week.

And we have to have more of a sense of community. The individual family has too much pressure on it today. Each family needs a community to support it.

How do you see your vision becoming reality?

Research shows that when even two women are added to a state legislature, the agenda changes in the direction of life. Legislators are more concerned with the old, children, the poor—with the conditions of life as opposed to the abstractions of budgets.

As women move into public life, as they begin to approach their 50 percent of every field and the political arena, then the agenda will change—not only because of the women but because of the men they're sharing the childrearing with.

Are you calling for another revolution?

Well, the one that's needed now is not so easy.

The worst problem that our society faces now is the growing income inequality—the fact that most of the resources and wealth of this country are now in the hands of the upper 2 percent of the population.

The real revolution has to happen in capitalism. Authoritarian communism is no answer. It's got to be socially responsible capitalism that moves to advance a greater degree of income equality.

It's obscene that in the United States, a CEO or major stockholder can make 100 times what the person doing the work makes. The next revolution will have to tackle the obscene culture of greed.

If you could choose to be born at any point in history, what time period would you choose?

I've thought about how wonderful it would be to be born now. As a woman, you could do anything you wanted—get married in due course, have kids in due course, learn when and what you choose, explore the world. It's very exciting what can happen now.

And still, I feel lucky that I was able to give the vision that inspired the revolution. It was a revolution and an evolution in women's equality that's been the most life-affirming movement of our century.

Debate

Do zero-tolerance drug policies go too far?

Yes

Alleta Nelson-Reese teaches first grade at South Columbia Elementary School in the town of Martinez, Georgia. A third-year teacher, she is the vice president of the Columbia County Association of Educators. She joined NEA's Student Program six years ago.

A student of mine brings in cough drops. "My parents told me to take them if I need to," she tells me. Weeks later, a student brings in a card of Correctol tablets. "My mother told me to take one," she says.

I have no written permission on file from either set of parents. So what's an educator to do?

Simple. Call the parents, discuss the situation, and resolve it in accordance with school rules. No fuss, no headlines. If only the famed Advil and Midol situations—where students were suspended for bringing over-the-counter medications to school—had been handled so diplomatically!

In an effort to calm societal concerns about drugs in school, administrators in the Advil and Midol cases overreacted. And, in a well-intentioned effort to protect our students from harm, school drug policies have gotten out of hand.

As an educator and a parent, I'm concerned about rampant drug abuse by children in schools and out. But advocating and enforcing tougher penalties isn't the answer. Instead, we need more explicit guidelines and fairer consequences.

Here's what we can do to restore black-and-white guidelines to a situation that's become needlessly gray.

■ *Establish clear rules about over-the-counter medications.* Inform parents that their written permission is mandatory. Develop policies about when students need to turn the medication into the office and when students can be trusted to carry the medication themselves.

■ *Establish clear prohibitions against sharing medication of any kind.* As adults, we don't think twice about offering aspirin to fellow workers with headaches. Children see this and replicate it. We need to let them know that when it comes to medicine, it's not okay for them to be so helpful. We also need to explain that some kids are allergic to some medications, and that adults should decide when medication is needed.

■ *Establish clear guidelines about the use of prescription medications on school grounds.* Require written permission from parents and the prescribing doctor.

When it comes to who should hold on to the medication, handle each case individually. Students with asthma may need to carry their inhalers. In an emergency, there may not be time to go from the gym to the office.

On the other hand, students who need a mid-day dose of Ritalin do not need to carry their medication with them. Given the abuse of Ritalin by students who don't need it, we should keep those pills under lock and key.

■ *Establish consequences that fit the crime.* We take such great care to treat students fairly in the classroom—equal care should be given in the case of drugs in school.

First-time offenders shouldn't be treated in the same way as third-timers. Parents should always be involved, and suspensions should be a last resort.

Tougher penalties and "zero tolerance" won't solve the problem. Careful guidelines and common sense will.

No

Arneta Depp, a 34-year teaching veteran, teaches Spanish at Paul Laurence Dunbar High School in Dayton, Ohio. She serves on the Dayton Education Association's executive board and co-chairs the school district's discipline committee.

If we're going to come close to having any effect on the drug problem in our nation's schools, we must have uniform rules that are applied uniformly.

If we are to have a safe-school environment, we can't excuse breaking the rules because parents are nice—or important—people, or because the student is a member of the National Honor Society.

Recent cases played up in the media make it seem that school administrators have lost sight of their common sense. But if you take a moment to consider the facts in the Midol case, which took place in a school near mine, you may come away with a different perspective.

As I understand it, a student came to the nurse's office and asked for Midol. While the nurse attempted to contact the student's father to get permission to dispense the medication, the student took the pills and left.

The student was suspended. Then followed the avalanche of media attention, most of it ignoring the theft altogether. Pressure was put on school board members to allow the student to come back to class.

When they did, she showed up at school in a rented limousine with balloons and the fanfare accorded a conquering hero.

What message does this send to our students—turn on the heat and the rules change?

■ Allowing any flexibility at all in rules governing the dispensing of prescription and over-the-counter medication is asking for trouble.

I often have students ask me for aspirin. I always say no and explain the school's policy. To take even an aspirin requires a visit to the nurse's office and parental permission.

I'm certainly not going to dispense medication without a license—and I'm not going to risk harming a student, either.

Too many students have allergies to common over-the-counter medications. One aspirin and they could be on the way to the emergency room. One accident like that and I could be on my way to the courtroom—and the unemployment line.

■ Allowing any flexibility in the meting out of punishments for drug possession on school grounds is an invitation to more abuse.

When building administrators have the option to give a slap on the wrist or recommend a student for expulsion—two extremes, to be sure—the system is in big trouble.

School administrators may say "we're going to handle each case on its own merits." But students may suspect favoritism or an unwillingness to apply tough penalties. In either case, they're likely to try to get away with whatever they can.

That's problem enough when we're talking about academic policies. But we're talking about drug abuse here, not late homework. Lives are at stake.

Stopping drug use isn't something I signed up for when I started teaching 34 years ago. But, today, we're all caught in a dilemma not of our own making. We can't ignore our responsibility to do what we can. And what we can do is to strictly enforce the policies already in place.

What's Your Opinion?

Do zero-tolerance drug policies go too far? To vote "Yes," send an E-mail message to **vote-yes@neatoday. nea.org**. To vote "No," E-mail **vote-no@neatoday. nea.org**. Please note your message subject as **NEA Today March Debate**.

Where you stand on last month's Debate

Should there be a national core curriculum?

50% Yes **50% No**

Marketplace

Instructional Aids

The Substi-Tutor K-5 prepared sub plans for teachers, subs, and principals. www.substitutor.com. 800/539-9705. Great timesaver.

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Educators Bed & Breakfast Network. $27 a night for two. Private travel network with over 3200 members in over 40 countries. Box 5279, Eugene, OR 97405. 800/377-3480. Homepage: http://www.efn.org/~edbabnet.

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Publications

FREE! 10 Classroom Management Tips. 800/294-5171 or DKT2TPress @aol.com. Leave name, address and phone.

Having a meeting? Hand out the 1997 NEA Professional Library Catalog. It helps spotlight one of NEA's efforts to help you and your colleagues take charge of your professional growth. We'll send you free copies to hand out to participants or for your resource table. Call 800/229-4200.

Community Partnership Leaflets. This series of leaflets - "Become a Productive Volunteer," "Helping Children Lead Drug Free Lives," "Discipline Begins at Home," "Helping Your Child Succeed in School," "Reading and Television," and "Teenagers and Successful School Careers" - provides useful tips and resources for teachers to share with parents and the community. Please contact NEA's Center for the Revitalization of Urban Education (CRUE) for copies and information at 202/822-7155 or internet NEACRUE1@aol.com.

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FREE $10 CERTIFICATE with your order of world's best catalog of educational videos. Nearly 8000 titles. Send $5 to Total Marketing Services, Dept. 70015, 400 Morris Ave., Long Branch, NJ 07740 or call 800/469-7977 ext. 70015. http://www.totalmarketing.com/lee info.

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EDUcators' FINancial NETwork. Free membership. Home businesses, financial & tax strategies, etc. Call 24 hours: 937/640-1067.

Health Resources

National Minority Cancer Awareness Week. As part of its campaign for Breast and Cervical Health, the NEA Health Information Network is offering National Minority Cancer Awareness Week (NMCAW) Promotional Packets for use in local awareness campaigns. NMCAW, observed April 14-20, is organized by the National Cancer Institute (NCI). For a free promotional packet from NEA HIN, call the HIN Resource Line at 800/718-8387. For a variety of materials targeting special populations, contact NCI's Cancer Information Service at 800/4-CANCER.

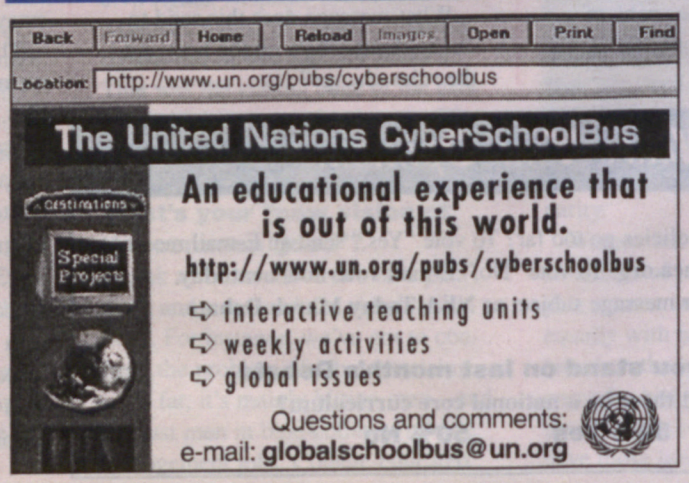
The Liver Wellness Approach. The NEA Health Information Network is pleased to support the "Liver Wellness" approach, teaching children about the vital role this organ plays in keeping them healthy and energetic. This approach has proven successful in motivating individuals to avoid alcohol, drugs, and hepatitis. For information K-12 write the Hepatitis Foundation International, 30 Sunrise Terrace, Cedar Grove, NJ 07009.

A.D.D. symptoms gone w/o Ritalin. Natural organic alternative. Call 800/770-6433. Free tape/brochure.

Technology

The Education Technology Promotion Guide from the Software Publishers Association offers guidelines for publicizing the success of your educational technology program. A CD-ROM includes letter and press release templates in both MAC and PC formats. To learn how your local association can obtain a copy, visit the NEA Tech page at http://www.nea.org/cet for more information.

Newsmakers



MARKETPLACE

Have you written a book, developed an instructional aid, or created a software program? Do you organize trips to interesting places or conduct seminars?

Why not let your 2.1 million colleagues know through an ad in the newly designed NEA Today Marketplace. Choose a simple line classified or a large display size in black and white or color.

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See the information box in the lower right hand corner of this page for details.

ATTENTION MARKETPLACE ADVERTISERS

THE DEADLINE FOR THE MAY ISSUE IS MARCH 3. DON'T MISS YOUR LAST OPPORTUNITY TO ADVERTISE DURING THE 1996-97 SCHOOL YEAR.

Teenage Drinking

As part of an ongoing effort to educate NEA members about adolescent alcohol use, the NEA Health Information Network is promoting a new program called *Ready or Not*, a community program of the Century council in partnership with Boys & Girls Clubs of America. Designed for parents and other adult superivsors of kids ages 10-14, the program takes you through five steps needed to prevent underage drinking problems. A free video kit for use at home or in group workshops is available for free from the Century Council, 213/624-9898.

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School Stories

The National Education Association and The Learning Channel have launched a new TV program aimed at showing the general public what's really happening in America's schools. School Stories airs every Sunday at 12:30 pm ,ET. on the Learning Channel. Broadcast schedule: March 2, *The Struggle for Safety*, March 9, *Plugging Into Technology*, March 16, *Second Change High*, March 23, *Class Act: A Teacher Profile*, and March 30, *The Drive to Teach*. For further information about School Stories and descriptions of upcoming episodes, check NEA's website at http://www.nea.org/info/tv/sstories.html.

Exchange Programs

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Books

Who Needs Another Report?

You do—if you care about your state's commitment to children.

It's easy to say the states can do a better job of running the welfare program than the federal government. But is it true?

And it's easy to say that all able-bodied adults should work. But, as adults are pushed off welfare rolls, will children fall through the cracks?

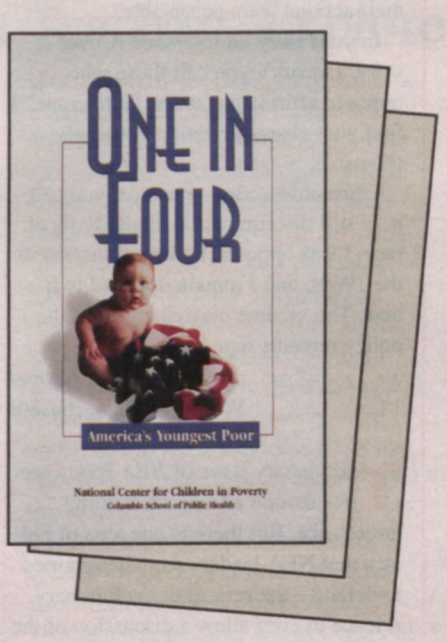
This year, as states assume new responsibilities for many of the programs that support disadvantaged children, too many politicians and pundits will be tempted by the opportunity to say the easy thing—to blather without background, flounder without the facts.

Don't let them.

Four new studies are packed with statistics about the status of today's kids in your state and nationwide. Arm yourself with information from any one of these studies, and you can be a powerful force to contend with.

Ready, Willing, and Able?

What the Record Shows About State Investment in Children 1990-1995.



$12. National Association of Child Advocates, 202/289-0777. Based on the current record in six areas—child care, income support, health, abuse and neglect, juvenile justice, and nutrition—this report concludes that states are not ready, willing, or able to take on more responsibility for kids. Covers 12 states—CA, CO, WI, MO, IL, MI, NE, NY, PA, NJ, WV, and KY. Includes useful summary of the new welfare act and highlights "smart investments."

One in Four

America's Youngest Poor. $16.95 ($7.95 abridged). National Center for Children in Poverty, Columbia School of Public Health, 212/304-7100. Everything about children and poverty—how many poor kids there are, where they live, what their families are like—and why it matters.

Who Cares?

State Commitment to Child Care and Early Education. $5.95. Children's Defense Fund, 202/628-8787. Two-thirds of the states spend more than 10 times as much on prisons and corrections as they do on child care and early education services. This study is packed with data to help you assess your state's commitment to the first five years.

Kids Count Data Book, 1996

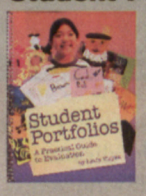
State Profiles of Child Well-Being. Free. The Annie E. Casey Foundation, 410/547-6600. This study compares states on 10 indicators of child well-being, including infant mortality, child poverty, teen drop-out rate, and teen birth rate. Includes color-coded national maps that make it easy to see how your state measures up. Charts show "better" and "worse" trends over time.

Books by NEA Members

Orphan Train Rider

Andrea Warren. *Houghton Mifflin, 80 pp., $15.95.* Winner of a 1996 *Boston Globe* Horn Book Award, this book tells of the 200,000 homeless children from Eastern cities who rode the "orphan trains" to new families and new lives out West.

Student Portfolios



A Practical Guide for Evaluation. Lindy Vizyak. *The Wright Group, 124 pp., $19.95 plus $3.50 s&h, 800/523-2371.* An easy-to-use guide to portfolio assessment, this book includes more than 40 blackline masters for your own classroom use.

Picture the Progress

Annabelle Street, Robert Cattoche. *Educational Horizons, 107 pp., $17.50 plus $2.50 s&h, 800/557-6617.* With more than 100 drawings of kids engaging in learning behaviors, this book provides visual cues to the many special ed students for whom words are not enough.

NEA Professional Library Top 10 List

1 Team Organization: Promise, Practices and Possibilities. Thomas O. Erb and Nancy M. Doda. ($12.95 non-members/$10.95 for NEA members) A step-by-step guide for schools wanting to begin—or reinvigorate—teaming. (#3075-3-10-FB)

2 The First Year Teacher: Teaching with Confidence (K-8). Karen Bosch & Katharine Kersey. ($18.95/$14.95) The ultimate first-year teacher's handbook. (#1862-1-10-FB)

3 Multiple Intelligences. NEA Teacher-to-Teacher Books. ($12.95/$9.95) Find out how your colleagues are adapting their teaching strategies to take advantage of the seven intelligences. (#2910-0-10-FB)

4 Student Portfolios. NEA Teacher-to-Teacher Books. ($12.95/$9.95) Insights from your colleagues on how to use portfolios to assess and enhance student learning. (#2901-1-10-FB)

5 The Healthy School Handbook: Conquering the Sick Building Syndrome and Other Environmental Hazards In and Around Your School. Norma L. Miller, ed. ($24.95/$21.95) Find out how sick building syndrome affects teaching and learning. (#1863-X-20-FB)

6 Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (Grades 6-12). Stein and Sjostrom. ($19.95/$15.95) Ways to stop and prevent harassment. (#1864-8-00-FB)

7 Toward Inclusive Classrooms. NEA Teacher-to-Teacher Books. ($12.95/$9.95) Six stories that show how students with special needs can learn with their peers. (#2903-8-10-FB)

8 Integrated Thematic Teaching. NEA Teacher-to-Teacher Books. ($12.95/$9.95) Six stories from teachers who are successfully interweaving disciplines into a tapestry that makes the curriculum come alive. (#2909-7-10-FB)

9 Innovative Discipline. NEA Teacher-to-Teacher Books. ($12.95/$9.95) Elementary and secondary teachers say these discipline strategies can improve the whole culture of your school. (#2904-6-10-FB)

10 Building Parent Partnerships. NEA Teacher-to-Teacher Books. ($12.95/$9.95) Get this book if you want to explore new ways to involve today's families in their children's learning. (#2911-9-10-FB)

This month's rankings are based on last month's sales for all books published by the NEA Professional Library, a service for all 2.3 million NEA members financed solely by the sale of books and other professional development materials to the education community.

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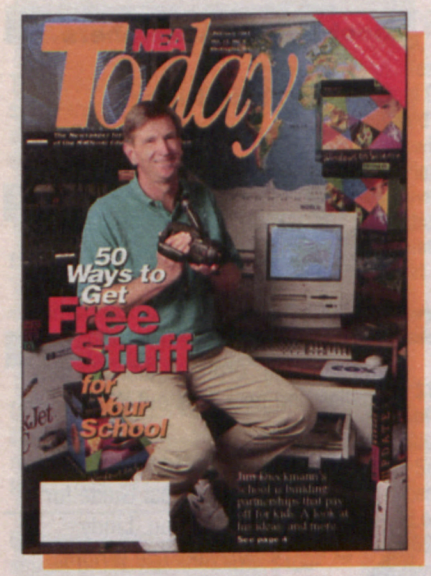
Letters



Attention, Please

I saw your recent interview with Thomas Armstrong about attention deficit disorder (Innovators, February).

In my 30 years as a special education teacher, I've never seen the need to drug a child. What I do come across are overworked teachers and frustrated parents—both of whom are upset when children don't want to do what they're told—and doctors who give into the frustration and prescribe Ritalin.

I think it's criminal to drug children just because they don't want to sit still and act like trained monkeys. The real culprit is the system—it's not education when you put one teacher in a room with 30 kids and expect each of them to get some attention.

I recommend NEA members take a look at "The Merrow Report: Dubious Diagnosis," which documents the financial connection between the makers of Ritalin and a support group for parents who have children with ADD. To get a copy ($70), call 800/277-0829.

Judi Hirsch
Oakland, California
judih@ousd.k12.ca.us

National Curriculum

While a skeleton curriculum at the national level is both attractive and attainable (Debate, February), it should by no means be the final word on what makes up local, state, or even regional curricula.

A slim national curricular guideline—supplemented by rich, innovative content and methods—would be a wise way of going about meeting student and community needs.

David Lafferty
Hattiesburg, Mississippi

Yes, we do need a national core curriculum. Given the mobility of children today, we need to provide each child with an American education, not merely a Mississippi or Iowa or Maine education. Standards must be uniform, and they must be held high.

Gifted teachers will stand out—not because they choose what to teach, but because of the talent they show in teaching in interesting, creative, and meaningful ways.

Neil Gordes
Newington, Connecticut

Under Our Wings

While I agree with many of the points made by Linda Darling-Hammond in "Quality Teaching Matters" (Innovators, January), I think there's one point she missed.

In my school district, we're expected to take college students studying to be teachers into our classes—teach them, monitor them, guide them, and integrate them into the professional life of the school.

Taking a student teacher under one's wing is a wonderful experience, one that I often learn from. Still it's for no pay. Last year, I received thanks (and some candy) from the district—but no word from the university.

The university charged the student for books, fees, and tuition for a course that, for all practical purposes, I taught. What's wrong with this picture?

Rita Charles
San Antonio, Texas

Teaching Tolerance

Thank you for the stories about teachers dealing with racial prejudice (Cover story, January). I'd like to see more of these. I'd especially like to read about teachers addressing these issues in schools that are all or mostly all white.

Johanna Halbeisen
Southwick, Massachusetts
jhalbei@k12.oit.umass.edu

Race Discrimination?

Those who discriminate on the basis of race always find words to make their actions seem acceptable.

In your story on tolerance (Cover story, January), you call those who opposed affirmative action "intolerant." I find your characterization extremely offensive.

Affirmative action, whatever you call it, is still discrimination on the basis of race. I was opposed to discrimination in the 1960s, and I remain opposed to it now. The victims may change, but the policy remains repugnant.

Rick Cooper
Westford, Massachusetts

The January issue of *NEA Today* carries several articles on battling intolerance. But there is one area of bigotry that NEA leaders seem determined to defend—the refusal of evolutionary science to even allow a discussion of the subject of creation.

Is NEA afraid of students being allowed to discuss the topic of origins openly, letting each theory stand or fall on its own merits? Healthy debate, especially in scientific areas, will only lead to improved learning—and isn't that what we all want?

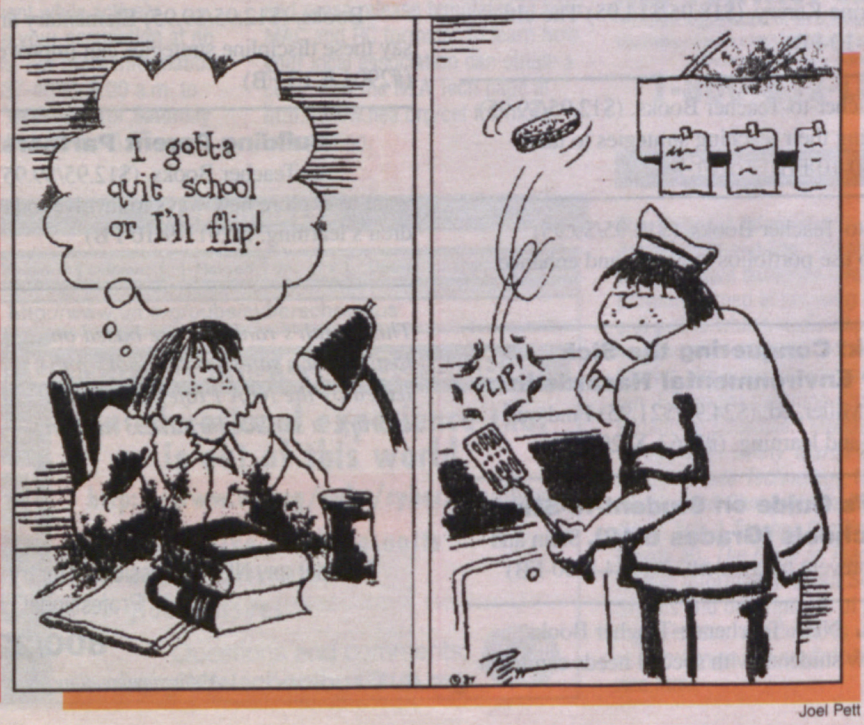
Jeanette Strong
Gardnerville, Nevada

In the same issue of *NEA Today* that highlights Connie Davidson's extraordinary efforts to eradicate prejudice stemming from ignorance, I find an example of intolerance.

A blurb—"Rich Pay Less" (Bottom Line, January) reflects an unjust bias against the so-called "1 percent of the wealthiest" taxpayers.

Instead of manipulating words and statistics, why not explain that lower tax rates for the wealthiest taxpayers may result from government incentives to reinvest money back into America—to create capital that creates housing, factories, and businesses, which means more jobs, more tax-paying citizens, and more revenue for better schools.

Susie MacArthur
Paw Paw, Michigan



Joel Pett

Grammar School

One of the things that most bothers this ex-English teacher is seeing errors of English usage in print. I find two errors in your recent book review (Books, January).

First, if "do's" needs an apostrophe to show that it's plural, doesn't "don'ts"? It will look funny with two apostrophes—don't's—but consistency is important to teach and to model.

Second, you have a tense problem in "Pitfalls is the kind of book you wish you had when you were trying to decide..." Since "were trying" is already past tense, you need to say "the kind of book you wish you had had..."

Sue Siler
Merion, Pennsylvania

'Ultimate Arrogance'

I was troubled by your story "Is Your School Library Safe?" (Rights Watch, January). This article exposes the pernicious attitude that school teachers have the absolute right to teach children what they believe to be appropriate without regard for—even in direct contravention of—parent's wishes.

It's the ultimate in arrogance to insist on "intellectual freedom" for teachers to impose their values upon students, while decrying the right of parents to do exactly the same thing.

Christopher Pavik
Granada Hills, California

The Best Training

I was glad to see a recent article on professional development schools (Inside Scoop, January). I'm a graduate student at George Mason University, where education students do a one-year internship with local schools while taking classes.

Professional development schools give student teachers like myself hands-on experience and provides us with the opportunity to learn as much as we can about the educational world.

Sherry Joiner
Lorton, Virginia

It's great that professional development schools are offering new teachers more hands-on experience. But the two most important classes in a future teacher's training—interpersonal communications and storytelling—are rarely, if ever, offered in college education programs.

A Letter From: Oakland, California

Three California Teachers Explore the Ebonics 'Distraction'

In Oakland, African-American children comprise 53 percent of all students, but 67 percent of truancies, 71 percent of special education students, and 80 percent of suspensions. Black students have an average GPA of 1.80, the lowest of any group in the district.

These outrageous statistics—"discovered" by the task force that wrote the world-famous ebonics resolution—were no surprise to teachers here who struck for more than a month last year to improve the conditions of teaching and learning.

And the numbers were no surprise to parents and community residents, either, who supported our demand to reallocate resources from a bloated, inefficient central administration to smaller class sizes and competitive teachers' salaries.

The district responded with stonewalling and race-baiting and has dragged its feet in making reforms promised since the strike.

In December, our union invited top district administrators and local business and community leaders to hear visitors from Seattle describe their remarkable restructuring effort. We had hoped to see this important meeting reported on the front page of the next day's papers.

Instead, we awoke to the ebonics controversy. This small irony stands as a metaphor for a larger, sadder one: Radical-sounding, anti-racist rhetoric has repeatedly obscured the district's failure to serve poor children, especially children of color.

Meanwhile, the ebonics spectacle has been a gold mine for political opportunists across the nation determined to divert attention from their own role in this failure. Politicians and pundits who for years have ignored or added to the woes of public schools now rush to show their "concern" over this issue.

The ensuing backlash has encouraged some to regress to the old idea that Black speech is "bad English." This demeaning label ignores years of linguistic consensus recognizing Black speech as a complex, systematic dialect.

Others insist that we'll confuse Black children if we validate their home dialect while expecting them to master standard English at school. Countless millions around the world who fluently speak one language or dialect at home and at least one other at school or work would laugh at such "English-only" nonsense.

Mountains of second-language acquisition research shows the value of respecting students' primary language or dialect while facilitating the acquisition of standard English. To apply this understanding to African-American students in mainstream classrooms makes common sense.

It also makes sense to find out the extent to which teachers already have and use such understanding. Instead, assuming teachers lack this awareness, the school board committed resources to expand an unevaluated ebonics training program.

To respond to the grave picture painted by the task force by focusing on ebonics—while students endure leaky roofs, unheated classrooms, unusable bathrooms, and shortages of books, supplies, full time and substitute teachers—boggles the mind.

In case anyone doubts this is what the board did, one need only read the resolution. Twice it states that the low achievement of African-American students in language arts "will be remedied by a program featuring [ebonics] principles." As one board member explained later, "We saw a problem and we acted." Not.

The painfully obvious link between oppression and language may promote the illusion of ebonics as the great equalizer. While no evidence supports this view, ample evidence points to what does work: smaller classes, improved conditions and access to resources, Head Start and nutrition programs, and effective parent and community outreach.

The withdrawal of federal and state support for these initiatives may incline some local officials to substitute illusory "solutions" for effective action. In this situation, our immediate responsibility as teachers is to work with our own and other unions and the community to hold the district accountable.

Of course, responsible management of school district budgets won't be enough. We must also fight to radically restructure national economic priorities away from military spending and corporate welfare and toward supporting poor and working class people.

This daunting task may tempt us to look for simplistic solutions. But seeing the problem for what it is need not overwhelm us. Each of us will take on what we can handle. We will do this best if we keep our eyes on the prize in our fight for real, not phony, change.

Craig Gordon and David Byrd are teachers and Association reps at Castlemont High School in Oakland. Larry Spencer also teaches at Castlemont and is a member of the Oakland Education Association Executive Board.

If a teacher can't communicate in positive ways, then there's little likelihood that the teacher will succeed. In the same vein, if a teacher can't present material in an interesting, dynamic manner, then there's little likelihood that students will listen.

How many of us listen to droning lectures and learn from them?

Bob Rubinstein
Eugene, Oregon

Good News?

Your reporting of class size reductions in California (Newsmakers, January) confuses the good news with the bad.

The good news: Voters approved a ballot measure scrapping government-sponsored ethnic/racial discrimination in the awarding of contracts, public employment, and college admissions.

The bad news: Voters backed a minimum wage hike that exceeds the federal minimum wage and thus will act as a magnet to draw poorly educated, low-skilled workers to the Golden State, where they will find relatively few minimum wage jobs available.

Kirch DeMartini
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$100 Reward

I'm enjoying my 26th year of teaching kindergarten. Have I set a record? I'd like to know whether I've taught public school kindergarten longer than any man in the United States.

I'm so curious that I'm offering $100 to the first person who can document a male kindergarten teacher with more durability. Please send your replies to NEA Today, Attn: Letters.

Charles Ream
Ann Arbor, Michigan

A New Ending

I feel somewhat disappointed after reading "Unexpected Net Benefits" (My Turn, January). Author Richard Amaro's conclusion about the predominance of English left me cold. A more obvious conclusion—and an ending I'd like to suggest—is as follows:

"After maintaining correspondence with Danish and Mexican students, I felt embarrassed that neither my students nor I were able to write to our counterparts in their native languages. It's embarrassing that learning a second language is considered a plus all over the world, but in the United States, most of our efforts are focused on English to the detriment of other languages."

I hope that, after witnessing the advantages of speaking more than one language, the article's author warmly embraces bilingual education programs and the benefits they produce.

Francisco Ramos
Culver City, California

More on Gettysburg

I believe in the educational value of memorizing the Gettysburg Address (Debate, January). I have my students copy the speech, paraphrase it, and recite it. And every year, I get reports from students whose parents still remember it. That says something to me about the value of the experience.

Peggy Miles
Idaho Falls, Idaho

Let's Talk

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